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**ABSTRACT**

This curriculum guide on living environments is one of a set of five Oregon goal-based home economics curriculum guides. Provided in this guide are the following: One suggested district goal (students will understand the environmental impact of housing upon society and culture when creating and managing a livable habitat); five suggested program goals (e.g., the student will be able to evaluate the impact of environments on people); sixty-seven suggested course goals (e.g., the student will be able to identify the essential ingredients in the environment that affect individual and family well-being); and over 650 suggested learning experiences (e.g., collect newspaper articles related to a current environmental issue, identify effects of possible solutions, and relate the advantages and disadvantages in class. Also included in this document are suggestions for guide use, a description of goal-based planning for home economics, and a numbered list of resources (books and articles for students and teachers, pamphlets, kits and games, magazines, tapes and slides, films and filmstrips) keyed to the learning experiences. (JH)

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## LIVING ENVIRONMENTS



Verne A. Duncan  
State Superintendent of Public Instruction  
Oregon Department of Education  
Salem, Oregon 97310  
1978

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EDUCATION & WELFARE  
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## FOREWORD

This publication is one of five SUGGESTED to cover a comprehensive home economics program. It departs from the previous single guide and is designed to help teachers develop quality in both content and processes of learning.

Home Economics Education primarily seeks to strengthen home and family life. Since publication of the previous single guide, including home economics skills and knowledge as preparation for an occupation has become another emphasis on teacher responsibility. Thus, each of the five publications will include an emphasis on related careers in home economics. Hopefully the SUGGESTED learning experiences and resources will provide local schools impetus to develop programs that will fulfill the needs and interests of all students.

I commend the many teachers and their local districts who helped develop these materials.

Verne A. Duncan  
State Superintendent of  
Public Instruction

## ACKNOWLEDGMENTS

Thanks go to many individuals who helped develop this publication.

Ron Olson, Career ~~Education~~ Coordinator, Coos County IED, facilitated funding for statewide inservice workshops for teachers. Some 100 teachers worked at sessions during fall 1976 in Eugene, LaGrande, Medford, Portland and Woodburn. Krista Six, Gresham High School, and Zena Feller, Canby High School, consolidated ideas from the workshops. Then a few returned to revise materials at a workshop in June 1977 at Oregon State University.

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Ruth Hockersmith	Medford Senior High School
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## INTRODUCTION

Home Economics Education enables individuals to function as contributing members of society. It supports and strengthens the quality of individual and family life. It responds to societal and environmental concerns. It provides consumer, homemaking and career skills in the home economics field.

The home is recognized as a primary unit of our society influencing the individual who in turn influences society. A changing society in turn influences the home. The content of a home economics program should relate to changing societal conditions, essential skills and practical experiences. It should emphasize creative and problem-solving abilities. It should help nourish human feelings and self-esteem. The concepts presented here will be as effective for today's families as for tomorrow's provided materials are interpreted in a continuously flexible manner.

Though teachers and administrators may find these publications useful for other purposes, four deserve attention here. Briefly, they should help in

communicating content areas for home economics.

communicating potential outcomes of home economics to students, faculty, parents and other community members.

organizing and administering local home economics programs.

assessing and evaluating local home economics programs.

The six SUGGESTED district goals below\* shape a SUGGESTED home economics program. Separate curriculum guides will present each of the first five goals separately. The last goal (qualifying for careers in home economics) will be woven through each of the five guides.

## SUGGESTED DISTRICT GOALS

Students will be able to make rational decisions in managing personal and family resources. (*Individual & Family Resource Management*)

Students will understand the impact upon society and the environment when applying the principles of nutrition in the selection and preparation of foods. (*Nutrition & Foods*)

Students will be able to make textile and clothing decisions which meet individual and family needs. (*Textiles & Clothing*)

Students will understand the environmental impact of living upon society and culture when creating and managing a livable habitat. (*Living Environment*)

Students will be able to incorporate the concepts of human development and family living into relationships with adults, peers and children within the family and society. (*Human Development & the Family*)

Students will be able to qualify for the occupation of homemaking and other home economics-related careers.

This guide, then, unfolds SUGGESTED program goals (five in all) and SUGGESTED course goals (67 in all) for realizing the fourth SUGGESTED district goal above. On the next two pages is an outline of these goals. The SUGGESTED learning experiences (over 650 of them) thus merely may be used to realize 67 course goals, five program goals and one district goal. The outline likely will require continual alteration. Local concerns, changing societal and environmental issues, and new discoveries may influence information and technology.

\*These are the same "SUGGESTED GOALS" used as program goals on page 77 of the *Elementary-Secondary Guide for Oregon Schools - Part II, Suggestions* (Salem: Oregon Department of Education, 1977).

## LIVING ENVIRONMENTS

**District Goal** Students will understand the environmental impact of housing upon society and culture when creating and managing a livable habitat.

**Program Goal** The student will be able to evaluate the impact of environments on people.

**Course Goals** The student will be able to

- identify the essential ingredients in the environment that affect individual and family well-being.
- describe aesthetic qualities in living environments.
- describe the impact of surroundings on individuals and groups.
- identify structures planned in harmony with the natural environment.
- identify housing and other structures and modifications of the environment.
- relate selected historical and contemporary designs to the environment.
- determine ways the environment affects housing and is likely to affect housing in the future.
- identify art principles that form the basis of all design (e.g., harmony, proportion, balance, emphasis).
- identify the elements of design used in creating functional environments (e.g., line, form, texture, space, color).
- determine differing uses of design elements and art principles in one and the same interior space.
- design interior and exterior environments using the design elements and principles.

**Program Goal** The student will be able to use knowledge of human needs and functions of homes to create optimum living environments.

**Course Goals** The student will be able to

- identify individual needs (social, emotional, intellectual, economic, physical) that can be met through functional housing and home furnishings.
- determine the role of values in creating functional environments.
- identify lifestyles that affect housing choices.
- identify cultural factors that influence housing choices.
- adapt housing and furnishings to fit individual and family needs throughout the life cycle.
- identify period architectural styles which are a creative and aesthetic influence on housing and the environment.
- identify historical events that have influenced the development of housing.
- determine technological advances that have influenced the nature and quality of living environments.
- identify past and present trends in designing and furnishing interior and exterior space.
- identify types of furnishings and accessories available for designing interior space.
- relate concepts of personal space to physiological, psychological and social needs of individuals and families.
- interpret plans for housing.
- determine basic principles of storage when meeting individual and family housing needs.
- arrange furniture to meet the needs of individuals and families.
- create functional interiors to meet given needs.
- plan a functional and aesthetic landscape.

**Program Goal** The student will be able to formulate plans compatible with the goal of an optimum living environment.

**Course Goals** The student will be able to

- identify the relationship between world housing patterns and U.S. housing patterns.
- determine the positive and negative effects of urbanization in creating an optimum living environment.
- assess the effect that overpopulation has on people and their living environments.
- describe the aesthetic relationship between housing and the environment.
- explain how housing decisions people make affect others.
- determine the effect of housing trends on the environment.



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Students completing SUGGESTED learning experiences should help themselves realize course goals. Their realizing course goals should help themselves realize program goals. Their realizing program goals should help themselves realize the district goal: being able to understand the environmental impact of housing upon society and culture when creating and managing a livable habitat.

To use the guide in developing a course, teachers may find the following ~~procedures~~ helpful.

1. Study program and course goals to determine whether they are appropriate for local use or whether they need to be adapted.
2. Select appropriate program and course goals.
3. Develop appropriate performance indicators based on selected program and course goals, student needs, abilities, experiences and interests.
4. Select appropriate learning experiences. A variety at all levels of learning has been included. Many (not all) experiences have been listed in order of complexity, from least to more complex. Though teachers of younger or beginning students may wish to select experiences from the beginning of lists, they may choose other useful experiences farther down, depending on the previous experiences students have had. Conversely, though teachers of older or more advanced students may want to select experiences farther down lists, they may find some near the beginning useful for review.
5. Identify appropriate resources. Though resources have, for the most part, been placed next to experiences where most applicable, teachers will also find general references placed at the beginning of some sections. These may prove useful for several experiences in a section. Resources are numbered, and numbers are keyed to a resources section beginning on page 93.
6. Implement plans and assess student outcomes periodically. Among many methods which may be used for assessment, individual teachers might want to use some of the following:

#### Paper and Pencil Tests

Essay tests

Objective tests supply or recall (e.g., completion, matching, multiple choice, true/false, crossword puzzles)

#### Nontest Means

Observational devices (e.g., checklists, rating scales, scorecards)

Reporting forms (e.g., project reports, activity reports and logs, questionnaires, autobiographies and diaries, anecdotal records)

Audiovisual techniques (e.g., tape recordings, films, photographs, graphs)

Sociometric techniques (e.g., sociograms, social distance scales, social sensitivity techniques, role playing)

Conferences

## GOAL-BASED PLANNING FOR HOME ECONOMICS

Oregon manages K-12 instruction by means of **GOAL-BASED PLANNING** (not competency-based education).

Goals are guideposts. They serve to give purpose and direction to a planning activity. Goals provide a common language for discussing the merits of various activities as those activities are carried out.

In home economics, just as in any other instructional program offered by an educational system, a sense of purpose and direction is essential to good planning. But what are these purposes and directions? Where do they come from? Why should the home economics teacher be concerned? These are questions to be answered before effective planning of a home economics curriculum can proceed.

Each teacher must realize that planning a home economics curriculum cannot begin and end only in a given classroom. It needs to be done with a sense of similar planning in other classrooms and districts within the state.

The goals and goal-setting and competency-identification activities the Oregon Department of Education prescribes provide districts a common reference for the planning process. In goal-based planning, teachers must consider four goals: State Goals for Oregon Learners, district goals, program goals, course goals.

**STATE GOALS** answer the question: What does the Department of Education think a student should get out of public schooling anywhere in Oregon?

**DISTRICT GOALS** answer the question: What do the local community and its schools think a student ought to get out of local schooling and how is that to relate to State Goals?

**PROGRAM GOALS** answer the question: What do the local curriculum planners and home economics teachers think a student ought to get out of home economics and how is that to relate to District Goals?

**COURSE GOALS** answer the question: What do the home economics teachers think a student ought to get out of Living Environments and how is that to relate to Program Goals?

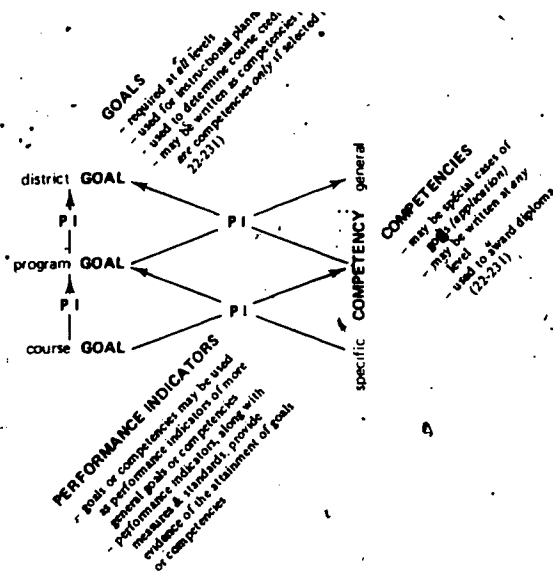
Where, then, does competency fit in goal-based planning?

It fits as a separate but related design. It is merely one of three graduation requirements. Districts plan and evaluate instruction by means of **GOALS**, *goals local districts themselves write*. District assess whether students get diplomas by means of **COMPETENCY**, **CREDIT** and **ATTENDANCE**, *requirements local districts themselves fix minimums for*.

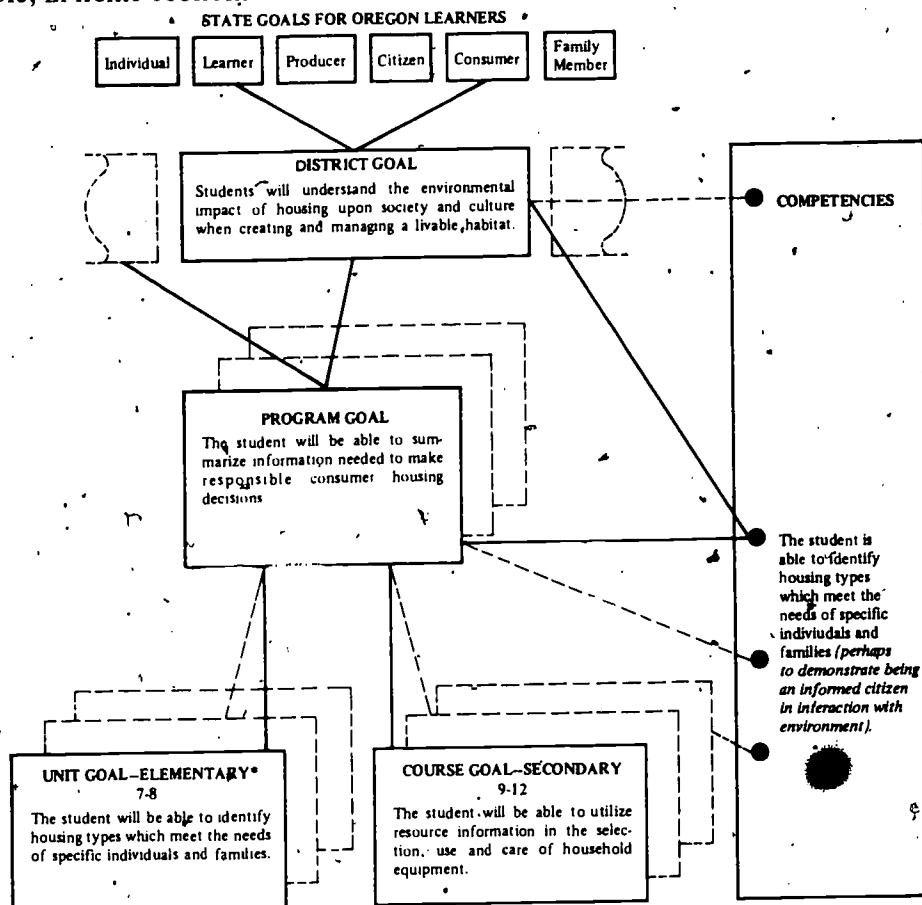
**COMPETENCY** in Oregon, as probably across the nation, means being *capable, fit*. For students, it means having demonstrated they can likely **APPLY** outside school what they've already learned—in or out of school. A competency in Oregon is merely a local statement fixed as proof **ALL** students will likely be able to do tomorrow outside school something the community has agreed is worth doing. It is a local statement calling for **APPLYING** skills and information **ACQUIRED** from probably several courses (not just one\*) . . . or from perhaps no courses at all. It is a local statement **ALL** students must demonstrate. If only **SOME** must—say, only those who take Living Environments—the statement is **NOT** a competency in Oregon. Waivers aside, **ALL** students must demonstrate **ALL** competencies.

Viewed, then, as two separate but related designs, goals and competencies may look like this:

\*To do otherwise may mean massive record-keeping chores for questionably narrow or shallow competencies.



For example, in home economics:



\*The term unit goal is used at the elementary level in lieu of course goal, since elementary classes are generally not divided along the high school course pattern.

The system of goals and competencies just described is designed to help the teacher and program specialist plan their own home economics program. It promotes a framework for planning that may be shared by all those doing similar planning. It helps in planning for individual student goals and interests, to be done within the limits of available resources. It should not be used to limit what is planned. Rather it should be used as a starting place.

The next five sections of this guide unfold SUGGESTED learning experiences as ways to realize 67 SUGGESTED course goals, five SUGGESTED program goals and one SUGGESTED district goal for LIVING ENVIRONMENTS.

These...

Classroom teachers can use  
these suggestions to develop  
societal and environmental  
information and technology

# SUGGESTED COURSE GOAL

The student will be able to identify the essential ingredients in the environment that affect individual and family well-being.

## LEARNING EXPERIENCES

## RESOURCES

Define the word "environment" as you see it personally. Compare your definition with those given by your classmates and with those found in dictionaries and other reference books. Formulate a comprehensive definition of "environment" based on what you learned.

173

59

View slides of dwelling interiors, exteriors and surroundings contrasting "visual noise" and "planned beauty." Note the difference in impact. Identify the elements which account for the differences.

283

121

View *Toward a Quality of Life*. Using it people.

27

Construct a visual (e.g., collage, drawing, etc.) which affect one's personal feelings (e.g., visual, etc.) Label and post on the bulletin board.

14

Arrange the classroom so that traffic patterns, lighting, etc., create noisy or irritating sound conditions. Tape record comments of individual students. Listen to the tape and identify factors to consider when creating a functional environment.

15

Create a pictorial collage representing ingredients of a functional environment. As collages are presented compile lists of components thought necessary for a functional environment (e.g., use of space, mode of transportation, production of water and food, use of air). Compare generated lists.

Working in groups of four or five students identify ingredients in the environment that affect individual and family well-being. React to statements such as:

Separation of adults from active participation in the lives of children can contribute to alienation, indifference, antagonism and violence on the part of the younger generation in all segments of society.

Excess noise not only affects the individual, but it also affects the productivity of systems, but it may damage unborn children.

Overcrowded homes if not properly managed can lead to family instability to go outside the home to fulfill this need.

There is a threshold beyond which individuals are unable to regulate their emotions and control the way they relate to others and a divided effect on sanity.

Buildings can be screens or barriers for people.

If the need to be creative is not met, it can cause mental and physical health problems.

Compare group reactions.

View slides showing

confusion, disorder, and pollution. Compare these with slides of clean, orderly, and unpolluted natural resources.

View *Cities and Suburbs*.

Choice of Populations. Assign students to research and report on the effects of population density on the environment.

Discuss the effects of the environment on the individual.

the effect of a problem in the environment on the individual. Discuss the effects of a problem in the environment on the individual.

Discuss the effects of the environment on the individual.

Discuss the effects of the environment on the individual.

Discuss the effects of the environment on the individual.

Discuss the effects of the environment on the individual.

Discuss the effects of the environment on the individual.

Write a short paragraph or sentence beginning with one of the following sentences:

My room makes me feel . . . .

My home gives me the feeling of . . . .

My neighborhood develops feelings of . . . .

Include a specific description of those environmental factors responsible for the feelings you have. Share examples in class.

In small groups, conduct a survey in a specific section of your community. Investigate factors such as why you choose to live there and how well your home and its location meet your needs. Report findings in class.

**LEARNING EXPERIENCES**

**RESOURCES**

View "What Is Beauty?" in *Homes Are for People*. Complete the individual worksheet included. As a class, discuss questions presented on the worksheet and in the filmstrip.

92  
164

For one day, keep a diary of the feeling each of your classrooms gives you. Analyze why you feel as you do, taking into consideration factors such as texture, sound, color and odor. Compare feelings with others in class.

Using a notebook or journal, describe the look through during a day. In June, describe unpleasant, and reasons for your judgment.

Take a field trip through the community, noting features which specifically make the street quality of the natural environment.

Plan a picture-taking trip around your home, school, and neighborhood. Each student should contribute to the aesthetic quality of one's living environment. Have the photography kept in a book. Share the pictures and summarize the characteristics they illustrate.

View a series of slides including pictures of local living, as well as photos from national magazines. As a class, discuss the aesthetically pleasing and unpleasant features of each slide.

Using transparencies of the following: city, suburban, and rural living, as well as natural settings (e.g., country, suburb, mountains, beach), discuss the aesthetic appeal of each.

Read at least two poems in which the poet expresses the impact of the environment on one's feelings. As a class, discuss the relationship between the quality and one's feelings.

Look at a picture series of the following: industrial development, urban housing, suburban housing, country living, room interiors. After studying each picture for a few minutes, jot down what you remember about the appearance and the feeling each produced. Look at the pictures again, and summarize the characteristics responsible for the particular feelings you had. Share perceptions in class.

View *Cities and Beauty*, a filmstrip which illustrates the variety of human standards of beauty. Have each person in the class contribute by summarizing personal preferences regarding natural sites of beauty, as well as urban and suburban structures in the city which are aesthetically appealing.

Collect material from the following sources: city, suburban, and rural living, as well as natural settings (e.g., country, suburb, mountains, beach). Discuss the aesthetic appeal of each.

View a series of slides including pictures of local living, as well as photos from national magazines. As a class, discuss the aesthetically pleasing and unpleasant features of each slide.

Using a notebook or journal, describe the look through during a day. In June, describe unpleasant, and reasons for your judgment.



<b>SUGGESTED COURSE GOAL</b>	<i>The student will be able to describe the impact of surroundings on individuals and groups.</i>
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## LEARNING EXPERIENCES

## RESOURCES

• Invite a civil engineer or an urban planner to discuss the importance of surroundings on individuals and groups. Formulate specific questions to ask the speakers before they arrive. Summarize what you learned.

Listen to popular records on housing and the surrounding environment. Summarize the feelings expressed. Discuss whether you agree or disagree.

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Describe your family (e.g., members, occupations, ages, needs, wants) and compare the effects different living environments (e.g., ...). Compare with other classmates.

279

Identify factors which influence the rate at which the reaction proceeds. Consider temperature, climate vegetation, soil type, etc.

Visit several different schools and observe the differences in the way that the individual and possibly the community are viewed.

Minimizing sound and sound effects can allow a film to be more effective. Filmmakers can begin by cutting out half of the effective sound effects on people's faces. Sound effects are such as who's sleeping, studying, watching TV, or eating dinner. It's not a question of sound effects in *Your Space and Mine*. Compilists do determine how others perceive sound, how they hear it, and the effect it has on the

Interview persons who live near the polluting factory in station 1, station 2, busy highway, regard the impact this noise has on their family life. Since the data in class

Create a reflecting team of three people at a table. Divide the class into two teams of 10 people each and play the following game:

One student is assigned to read the description and describes its relevant shape, color, and temperature to the group. The student is then asked to ask the group members to identify the object being described. Group members are not allowed to ask the describer for clarification until the describer has described at least one object.

enhance the feeling of a safe and secure environment, and the

Cover each printed page with a different color paper. The color paper should be the same size as the page and word your introduction to the different colors of the ink. The difference in the color of the different colored paper.

In small groups (consisting of two or three people) participants were asked to discuss their perceptions of the impact of technology on work from each interview perspective. The purpose of this activity was to help participants compare and contrast their impressions of those surrounding them.

Let me suggest that you think about the following questions in your journal, and bring your classmate problem-solving partner to the table to discuss your answers. Have any other thoughts? How useful is problem-solving?

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Partition off the classroom into a very small room for everyone to "huddle." Secluded from windows or natural light, complete an assignment with everyone very close for a period of time. React to working in a tight space. Describe feelings.

Visit similar home styles in an urban area, a suburban area and a rural area. Describe feelings which evolve from each area and relate how feelings change when surroundings change.

96

Invite guest speakers to discuss the effect a recent move to a new community has had on their emotional and social well-being. Discuss the relationship between one's surroundings and one's feeling of well-being.

As a class, list structural environments other than home (e.g., dormitory, nursing home, jail, city hall). Interview persons connected with those environments to determine the impact they have on individuals. Summarize reactions. Brainstorm ways to improve surroundings of various environments.

From magazines, collect pictures of various areas (e.g., slums, ghettos, beaches, ghettos). Describe the feelings which these pictures evoke in people.

Show slides of a community and imagine you are a person living in that community. Describe the community from each direction. Identify each of the things you see and relate to the people from the things you observe. Relate to the things you see.

Invite an official from the Parks and Recreation Department to discuss the impact of the park on your community. Determine the effect of the park on the community and the people who live in the area.

Using current literature and news stories, discuss the effect of natural disasters on individuals, families, the effect on the environment of the land, a Pipeline, a line of coastal land throughout America, the restoration of the Willamette River and other lakes and rivers that have been cleaned up, the development of cities and the functions they serve, the process of rebuilding after natural disasters.

**SUGGESTED COURSE GOAL**

*The student will be able to identify structures planned in harmony with the natural environment.*

**LEARNING EXPERIENCES****RESOURCES**

Invite an architect to discuss how different housing sites call for different types of structures. Summarize what you learned. 12

View five slides of structures designed by Frank Lloyd Wright. Discuss his philosophy of architecture and how it relates to the aesthetic quality of one's living environment. Compare his work with that characteristic of the majority of homes existing today. 32

After viewing pictures of housing from around the world, identify cultures which have used natural resources to create dwellings. After doing this, how has this use of natural resources affected housing style and type?

Invite a landscape architect to discuss the importance of landscaping in making a house comfortable. Show two houses, one with and one without appropriate landscaping for the climate and land. Discuss landscaping which could be used to create harmony between a house and its surrounding. Write a report.

Using pictures of various types of plants, trees, and shrubs and descriptions of them, create a list of plants created by different types of structures when placed in various climates and geographical areas. Determine which architectural styles best suit each area. Given a picture of a house, describe the environment with which the house would harmonize. Share pictures and descriptions in class.

Using a variety of pictures of houses, discuss how each house is designed to fit into its natural environment. Discuss reasons for your ratings.

Take a field trip through a natural area. Collect pictures of natural features and structures or give reasons why natural features fit.

Investigate a natural area and describe various features. Discuss how these features are integrated into the home environment.

**SUGGESTED COURSE GOAL**

*The student will be able to identify housing and other structures as modifications of the environment.*

**LEARNING EXPERIENCES****RESOURCES**

After viewing a variety of pictures showing various types of housing structures, discuss ways people have worked with and against nature in providing housing. Place pictures on the bulletin board to illustrate examples.

158

Invite a member of the Highway Commission to discuss criteria used to determine whether to build a new highway, expand a road or put up a billboard. Discuss how these modifications affect environmental quality. Obtain pictures of several freeway systems. Identify those harmonious with the surroundings and those not. Make suggestions for improvement.

119.

Observe advertising along a highway. Discuss how it affects the environment. Make suggestions for improvement.

Collect pictures showing the landscape in 1900 and today. An empty lot and the same lot with a fence added, a neighborhood before and after modification by addressing the positive and negative aspects.

View pictures of nearby dams. Discuss the need for them. Identify the need met by each structure.

Using a local issue as a basis for discussion, discuss the effects of a modification (e.g., placement of a dam, placement of a highway, etc.). State the points of the debate.

Invite a representative of a local business to discuss the effects of a modification (e.g., placement of a dam, placement of a highway, etc.). State the points of the debate.

Collect pictures of natural areas. Discuss the effects of a modification (e.g., placement of a dam, placement of a highway, etc.). State the points of the debate.

Plan a field trip to a local area. Discuss the effects of a modification (e.g., placement of a dam, placement of a highway, etc.). State the points of the debate.

# SUGGESTED COURSE GOAL

The student will be able to relate selected historical and contemporary designs to the environment.

## LEARNING EXPERIENCES

## RESOURCES

Plan a field trip to historical sites such as McLoughlin House, Oregon City; Bush House, Salem; Pittock Mansion, Portland; Jacksonville; Champoe Park; Fort Clatsop; and to contemporary housing such as Charbonneau, Wilsonville; solar heated home, Bend; Mountain Park, Lake Oswego. Compare historical designs with contemporary designs in relation to the environment.

32  
190

Identify elements characteristic of various historical and contemporary structural designs (these may be European, American or of other origin). Locate examples of them in the community or in books and magazines and discuss how they have affected the environment.

141  
187

After viewing a series of slides depicting changes in housing design, discuss how these changes have been influenced by the environment and how they have affected the environment.

After viewing *Home Life of the Future*, discuss how housing design was influenced by the geographic conditions of the future. Show pictures of contemporary homes in various parts of the United States and discuss present day styles.

Using illustrations of various dwellings, discuss how the environment has influenced the dwelling. Identify a contemporary style of dwelling and discuss the relationship between that contemporary design and the environment. Share and discuss the descriptions in class.

View *Housing a Growing Community* and discuss how the environment has influenced changes in housing design and how these changes have affected the environment.

**SUGGESTED COURSE GOAL**

*The student will be able to determine ways the environment affects housing and is likely to affect housing in the future.*

**LEARNING EXPERIENCES****RESOURCES**

Read Chapter 1 in *The Home: Its Furnishings and Equipment*. Discuss environmental changes likely to occur in the future and predict their effects on housing. 23

Read current books or article(s) by sociologists or population experts dealing with the future of housing. Share your findings in class. 126

Complete the neighborhood awareness activity in *Streets*. Take a position related to the future of our environment and effects of changes that will be made in the future. 127

List factors in the environment which play a role in housing (e.g., land, energy, water). Collect and assemble the appropriate data describing the effects of these factors on housing. Report on at least one way the environment has influenced the housing industry.

Study an environmental problem such as atomic energy, plant diseases related to air pollution, endangered species, energy conservation developments in the automotive industry, expansion of Los Angeles International Airport, gasoline rationing, how to "energy proof" your home, mass public transportation noise pollution, off-shore oil drilling, population control and overpopulation, preservation of wilderness areas, recycling trash, sewage treatment plants, smog control devices, solar energy for home use, supersonic airplanes, the food chain, the politics of pollution, vandalism, world food shortages. Illustrate how the problem might affect housing. Share findings in class.

Estimate and compare the amount of land, building materials and energy used in the construction of various housing structures (e.g., single-family, multi-family). Estimate the cost of housing as it relates to our ever-shrinking environment (e.g., from twenty years ago to twenty years in the future). Predict how supplies of natural resources are likely to influence the future character of housing.

## SUGGESTED COURSE GOAL

The student will be able to identify art principles that form the basis of all design (e.g., harmony, rhythm, proportion, balance, emphasis).

## LEARNING EXPERIENCES

## RESOURCES

List the types of rhythm. Identify the types of rhythm in various rooms shown in *Homes With Character* or other books.

12

Compare pictures that have different centers of interest. Identify the type of emphasis shown in each (e.g., rug, painting, window, fireplace).

33

Beginning with a transparency of an empty room, use overlays to add one piece of furniture at a time. As each piece of furniture is added, discuss the effect on the room for choices.

In small groups, develop displays that illustrate the principle of harmony. Discuss which display best illustrates harmony. Discuss the effect of each.

Cut out four or five geometric shapes and arrange them to create a sense of rhythm and emphasis. Discuss how space is used in the design.

Given a magazine picture of a room, identify the elements that create harmony. Share results in class.

Given several different arrangements of objects, identify the principle of harmony on the basis of consideration of rhythm, proportion, balance, and emphasis. Discuss the effect of each arrangement on the harmony in music.

Compare pictures of rooms and identify the elements that create harmony in each. Make a list of other ways the same principle can be used to create harmony.

Using furniture templates, create a room design. Discuss the effect of each design. Share your work in class.

Select an article from a magazine or newspaper that discusses the effect of small flowers, large lamp, etc. (e.g., a room with a large lamp and a small flower). Analyze the proportion of the article, chosen and suggest a design for a room that would have a similar appearance.

Bring a collection of objects (e.g., a collection of small objects) and arrange them in three different ways that show the effect of balance and proportion. Discuss the effect of each arrangement.

Given pictures of rooms, identify the elements that create harmony. Discuss the effect of each arrangement.

Collaborate with a friend to create a room design. Discuss the effect of each arrangement. Share pictures and designs.

Identify the elements that create harmony in a room. Report findings.

Identify the elements that create harmony in a room. Report findings.

**SUGGESTED COURSE GOAL** The student will be able to identify the elements of design used in creating functional environments (e.g., line, form, texture, space, color).

## LEARNING EXPERIENCES

## RESOURCES

Define the terms "texture" and "line." View *Texture* or *Discovering Texture* and *Discovering Line*. Discuss the feelings derived from concentrating on one element of design. 238  
213

Bring examples of textures to class. Discuss types of textures and how they may be used effectively in decorating. Bring an object from nature with a definite texture. In small groups, assemble mobiles using the natural textures. Discuss the differences in the objects created. 214  
45

View *Line* or *A Line Is a Line* and *Line* (e.g., vertical, horizontal, curved, diagonal, radiating, etc.). Discuss the responses. 214

Select examples of different types of lines and discuss the effect of each. Name examples of other home furnishings that use these lines. 214

View *Discovering Form in Art*. Look through art displays to see examples of form: natural design, conventionalized design, abstract design and geometric design. Share examples and discuss the effect of each in creating a functional environment. 214

View *Color* or *Color Everywhere*. Red, yellow, blue, green, orange, purple, brown, black, white. 214

Play *Color Your Rainbow*. Read and discuss the poem and color related terms. 214

Develop a color association using the color wheel. Discuss the color wheel and its use in design. Share colors you associate with various words and discuss reasons for associating colors with words. 214

View *Color in Art*. Discuss the color wheel and its use in design. Discuss the color wheel and its use in design. 214

View *Discovering Color*. Discuss the color wheel and its use in design. Discuss the color wheel and its use in design. 214

Explain the color wheel and its use in design. Discuss the color wheel and its use in design. 214

Individually, students will create a room interior design. They will use the color wheel and its use in design. 214

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**SUGGESTED COURSE GOAL**     *The student will be able to determine differing uses of design elements and art principles in organizing interior space.*

**LEARNING EXPERIENCES**

**RESOURCES**

After studying design elements and art principles, draw illustrations of good and poor use of each or find pictures of interiors or exteriors which illustrate good or poor usage. Share examples in class.

187  
12

Using your own room or another, evaluate the use of the elements and principles of design in its creation. Summarize, orally or in writing, the ways in which the elements and principles were used to good advantage and the ways in which they could be used to improve both the aesthetic quality and function of the space.

31

Discuss the use of design elements in organizing the interior space. Discuss

8

1

1

1

1. 1. 1. 1.  
2. 1. 1. 1.

Visit a number of  
used in each

Include a list of  
coverings, fabrics  
were used during

From several  
offices or several  
of design and art  
decorated the interior

On a picture of  
design element which

Visit a number of  
design which were used

**SUGGESTED COURSE GOAL**     *The student will be able to design interior and exterior environments using the design elements and art principles.*

## LEARNING EXPERIENCES

## RESOURCES

Invite an interior decorator to discuss how he or she works with a client in designing interior environments. Develop a list of steps based on what you learned. Follow these steps in designing a family or living room. Evaluate designs in terms of how efficiently and suitably design elements and art principles were used.

33

After visiting an indoor-plant store, select a room to decorate with plants. Keeping the design elements and art principles in mind, illustrate how you would go about using plants and plant accessories to decorate your selected room. Share plans in class.

110

Given a dollar amount, select furnishings for a room as a guide. Display selections as a collage and sketch.

Design and color a room for a specific purpose. Include structural features, painted wall designs and furniture. art principles incorporated

Using a work of art, piece of sculpture, or photograph as a guide, design a room. Include a description of how the design elements and art principles were incorporated into your selections.

Integrating art principles and design elements, design a room. Include a description of how the design elements and art principles were incorporated into your selections.

Given a case study describing a family's needs, design a room. Include a description of how the design elements and art principles were incorporated into your selections.

Given pictures of various rooms, design a room. Include a description of how the design elements and art principles were incorporated into your selections.

Given the exterior of a building, design a room. Include a description of how the design elements and art principles were incorporated into your selections.

Select two models of a room. Design a room. Include a description of how the design elements and art principles were incorporated into your selections.

Given a room plan, design a room. Include a description of how the design elements and art principles were incorporated into your selections.

### **SUGGESTED PROGRAM GOAL**

The student will be able to use knowledge of human needs and functions of homes to create optimum living environments.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

**SUGGESTED COURSE GOAL**

*The student will be able to identify individual needs (social, emotional, intellectual, economical, physical) that can be met through functional housing and home furnishings.*

**LEARNING EXPERIENCES****RESOURCES**

Debate the meaning of the terms "house" and "home." Discuss the essential ingredients of each and how each meets human needs. 150

View the filmstrips in *Homes Are for People*. List the physical, psychological and social needs depicted. Discuss the role of housing in meeting these needs. 92  
136

After viewing a transparency of Maslow's hierarchy of needs, discuss how those needs can be met through various types of housing and home furnishings. View the slide series from *The Home: An Environment for Human Growth*. Relate to Maslow's hierarchy of needs. 100

Discuss the terms "stress" and "adaption" in relation to housing (e.g., What is the relationship between the physical home environment and need for adaptation? How can understanding "stress" in relation to the physical home environment help protect an individual against the need for adaption?). Give specific examples to illustrate your feelings. 188  
73

Create a bulletin board titled "Home Is Happiness When . . ." Display pictures of individuals in various living situations and statements each might make about their home environments. Discuss the individual needs met in each living situation. 33  
59

Make a collage depicting a variety of human needs (e.g., food, rest, social interaction, recreation, safety). Place examples of functional structural designs and home furnishings that would allow identified needs to be satisfied. Share and discuss collages in class. 102  
139  
128

Describe visits to the homes of two families or individuals, one when you felt at home and comfortable and one when you felt ill at ease. Analyze the two situations from a housing and home furnishings perspective to determine why you felt differently. 104  
160

Working in small groups, select an individual at a specific stage in the life cycle (e.g., grandmother, small child, college student). Project their activities and their physical, psychological and sociological needs. Analyze housing needs in relation to each. Share findings in a class discussion.

View *A Good House for All Who Care*. Write a short essay describing how a home and its furnishings can meet various needs of individuals and families. Focus on one or more of the following needs: social, emotional, intellectual, economic and physical. Share papers in class. 254

List the specific needs of the individuals in your family, considering factors such as age, personality, employment, activities and time schedules. Determine which needs are being met in your current housing situation and specify changes that could be made to meet additional needs.

Analyze various areas in a living environment and list the activities family members carry out in them. Determine furnishing needs and then describe how furniture could be arranged so the areas are aesthetically pleasing yet still suited to individual and family needs.

Visit a preschool, kindergarten or senior citizen center and observe settings, furnishings and equipment present. Identify the needs of individuals in each environment and how they are being met. Brainstorm ways conventional furnishings and equipment could be adapted to meet individual needs.

Investigate provisions necessary to meet individual needs in a group living situation consisting of unrelated people (e.g., prisons, fraternities/sororities, communes, cooperatives). Share findings in class. 177

Visit a high-risk public housing project, low-income housing project, retirement community, orphanage or college dormitory. Interview residents and an administrator to learn about the design and function of the facility; the purpose, problems and policies of the facility; and the individual needs being met. Summarize what you learned.

Simulate several situations which illustrate the special needs of the elderly and the handicapped (e.g., move about in a wheelchair, walk around blindfolded, tie two or more fingers together or arm behind back and complete a simple task). Discuss the problems encountered and brainstorm ideas for making housing and home furnishings more functional in relation to the needs observed.

Visit a home designed or altered for a handicapped family member. Observe and record ways in which special needs are met (e.g., layout and structure of the house, kitchen work space, storage areas; bathroom facilities, furniture arrangement). Share ideas gained in a class discussion.

117

Visit several structures in your local community and evaluate the extent to which each has provided for handicapped people. Communicate suggestions for improvement to appropriate individuals (e.g., the president of a local college, the principal of your school, the mayor of your city).

**SUGGESTED COURSE GOAL**

*The student will be able to determine the role of values in creating functional environments.*

**LEARNING EXPERIENCES****RESOURCES**

Complete the activity "Twenty Things I Love to Do." Discuss how personal preferences relate to housing choices and feelings of comfort in a home.

Discuss the meaning of "values." Describe in writing the values you would like your home to represent. Find pictures of a home and furnishings that would reflect those values. Share with your classmates. View *Housing and Your Values*. Discuss the role of values in determining housing needs.

223

Complete several unfinished sentences related to values and their effect on housing choices (e.g., The thing I would look for first when selecting a home is . . . . The thing I like to do best in my home is . . . . My favorite place at home is . . . .). Discuss responses and then analyze how responses relate to one's personal values.

122

59

Given a list of values associated with living environments (e.g., family, privacy, beauty, security), rank in order of personal preference. Share rankings in class and discuss how and why priorities differ among individuals.

Using pictures, words, phrases or drawings, develop a coat of arms illustrating your personal values related to a home and functional living environment. Share coats of arms by posting around the room.

Write a short essay describing how your bedroom and larger living environment reflect your personality, favorite pastimes, values and attitudes. Compare ideas in a class discussion.

Review stages in the family life cycle and discuss values individual family members might have at each stage. Find pictures illustrating housing environments that reflect the values of individuals at various stages of the life cycle.

120

Assume you are moving to an apartment that has only a refrigerator and range. Determine the first three pieces of furniture you would purchase and explain why. Describe how your values entered into your decision and how they might vary if you were at a different stage of the life cycle.

View several television programs that show individuals or families at home. Jot down how their living environments reflect their values. Discuss in class.

Read several case studies describing individuals from different geographic locations. Analyze the values of the persons in the case studies and indicate how their housing situations reflect their values. Share ideas in a class discussion.

Investigate the technological advances that have affected housing trends. Analyze their effects on human values and housing choices and the conflicts which have resulted. Share findings in class.

**SUGGESTED COURSE GOAL**

*The student will be able to identify lifestyles that affect housing choices.*

**LEARNING EXPERIENCES****RESOURCES**

**View *Lifestyles: Options for Living*.** Discuss how one's lifestyle affects one's choice of housing.

268

List activities carried out in your home environment that represent your family's lifestyle (e.g., hobbies, entertaining, recreation, meal patterns). Explain the relationship between the design of your home and your family's lifestyle or activities.

32

102

List the major components of your lifestyle (e.g., family size, function; health-energy level, eating, resting, personal habits, general condition; recreation-sports, hobbies, social activities; personal patterns-friends, use of free time, values; finances-income, spending, saving; occupations-school, job). Relate these components to your choice of housing, furnishings and neighborhood.

Interview individuals representing different lifestyles. Identify their housing needs and possible housing alternatives, as well as reasons for making present housing choices. Share findings in class and compare differences discovered.

Given a case study of a family or individual with a particular lifestyle (e.g., retired person, newlyweds, teacher, farmer), design a structure or select floor plans that would be appropriate for their housing needs. Identify factors that might affect their choice of housing. Make a list of other structures that might be alternative housing choices. Identify ways in which a given structure could be remodeled to meet housing needs.

Investigate the lifestyles of individuals and families from different geographical locations, ethnic backgrounds and economic groups. Report findings regarding the effects their lifestyles have on their housing needs and choices.

137

Using information regarding social and economic trends in Oregon, list changes that have had an influence on family housing. Working in groups, prepare reports describing how these changes have affected housing in various communities (e.g., drought in Oregon).

Read about the "log cabin renaissance" and other new trends in housing. Discuss advantages, disadvantages, and costs of each trend, and show the relationship to individual lifestyles.

175

124

**SUGGESTED COURSE GOAL** *The student will be able to identify cultural factors that influence housing choices.*

## LEARNING EXPERIENCES

## RESOURCES

Brainstorm examples of cultural factors that influence housing needs, values and choices (e.g., ethnic background, region). Investigate your family's genealogy by talking with parents, grandparents and other relatives. Identify major cultural background and list traditional events, customs, costumes and other items that represent it. Identify how these have added to the permanent or temporary decor/furnishings/structure of your home. Explain the background for these family traditions. Create a visual account (e.g., picture, wall hanging, weaving) depicting one aspect of a housing/furnishing item typical of your cultural background. Perhaps bring an object from home which represents a cultural value to your family (e.g., lotus cup, lace tablecloth, quilt). Tell why it has worth to you or your family.

139  
90  
21

View *Food, Clothing, and Shelter in Three Environments*. Discuss the three living environments depicted and reasons for the differences among them. Summarize what you learned about cultural factors which influence housing choices.

218

As a class, define and give examples of "ethnic idiosyncrasies" that affect housing choices. Discuss how values influence the perspective from which these idiosyncrasies are viewed. Interview an individual from a cultural background different from your own. Determine the cultural factors which may have influenced his or her housing, furnishing and decorating choices.

169  
170

Prepare a mural showing the types of housing characteristic of different groups of people in the United States. Discuss how cultural factors have influenced their choices.

Invite students or faculty that have traveled or lived in foreign countries to present information and visuals illustrating the cultural factors which have influenced housing choices in those countries.

View pictures of types of housing commonly found in various foreign countries. Investigate the cultural factors which account for differences in space provided for various uses (e.g., cooking, eating, sleeping, storage) and differences in overall design. Share your findings in class.

Debate the importance of television as a cultural factor that shapes one's ideas about housing. Discuss the promotion of cultural values through television of such housing patterns as single-family vs. multiple-family housing and traditionally-styled vs. contemporary-styled furnishings. Discuss the effect on people's choice of housing.

Study the housing of a particular culture in terms of style, materials used, location and usage, taking into consideration family and community life patterns, ethnic origins and religious practices. Share findings in class. Invite several persons with different cultural backgrounds to discuss how their traditions are reflected in housing and furnishing decisions. Visit a community dominated by one particular cultural group (e.g., Russian or Italian community, Indian reservation). Identify the ways in which structure, style and choices in housing have been influenced by cultural factors in this community. Summarize what you learned and compare with information gained through study.



**SUGGESTED COURSE GOAL**

*The student will be able to adapt housing and furnishings to fit individual and family needs throughout the life cycle.*

**LEARNING EXPERIENCES****RESOURCES**

Conduct a school or community survey regarding the special housing problems of young people (e.g., junior high, high school, single young adults, young marrieds). Suggest possible ways in which housing and furnishings could be adapted to solve these problems.

23

Identify furnishing/accessory items available in your home that could be recycled or adapted to fit the needs of persons in another stage of the life cycle. Complete a recycling/adaptation project in class.

17

View a pie-shaped chart illustrating stages of the family life cycle. Discuss how stages in the cycle may overlap. Relate the stages to housing and furnishing needs by connecting stages of the life cycle to pictures showing characteristics of those stages which may affect family housing needs.

Invite a panel of representatives from various life stages (e.g., single career person, single parent, middle-aged widowed person, divorced person remarried, married couple with no children, married couple with children, retired couple) to discuss the type of housing each would choose for a particular stage and position in life. Identify changes in lifestyle typical of an average individual as she or he moves through the family life cycle. Describe furnishings that could continue to meet the individual's needs through many stages.

Select pictures from magazines of housing types and furnishings that might meet the needs of individuals and families at various stages of the life cycle. Create a bulletin board illustrating findings.

Visit a furniture store to investigate multi-use furniture. Discuss ways pieces identified can be adapted to fit the needs of individuals at different stages of the life cycle. Brainstorm ways to use available furnishings for other than the intended purpose.

Collect pictures of renovated or remodeled housing structures. Describe problems the renovations helped solve and identify the specific individual and family needs satisfied by the changes.

Given case studies of individuals at various stages of the life cycle, identify alternatives for housing and furnishings available to each. List the advantages and disadvantages of each housing option (e.g., mobile home, town house, apartment, nursing home, individual house) and furnishing alternative (e.g., buying new, renting, renovating) for each family group studied.

Review floor plans in magazines, texts or other books. Locate and draw one plan which would meet the present needs of a newlywed couple but which could also be adapted later to meet the needs of an expanding family. Show changes on the drawing that could be made to meet additional space needs. Discuss changes in housing needs in the later years and indicate adaptations that could be made in the plan during the "empty nest" stage of the family life cycle.

Investigate and report on different types of housing available for the aged (e.g., nursing homes, adult-housing complexes, senior citizen-home additions). Discuss advantages and disadvantages of each for meeting individual and family needs.

**SUGGESTED COURSE GOAL**

The student will be able to identify period architectural styles which are a creative and aesthetic influence on housing and the environment.

**LEARNING EXPERIENCES****RESOURCES**

View pictures/slides of period architectural styles. Using a local city map, investigate specific areas to determine the general architectural styles used in each. Interview a sampling of individuals in each area to determine the general makeup of the neighborhoods and attitudes toward the different living environments. Code areas to show regional architectural styles and makeup of the neighborhoods. Discuss feelings inhabitants of the different neighborhoods associate with various architectural styles.

12  
32

Take pictures of period architectural styles represented by housing structures in your community. Create a bulletin board that illustrates the various styles.

Visit a local historical building. Discuss architectural style, features that represent the architectural period and factors that influenced the period architecture.

Collect pictures of different architectural styles. Mount pictures to create flash cards. In small groups, use the cards to review architectural styles. Make the activity more complicated by matching pictures to characteristics of the various styles.

View *Architecture: Why Man Builds*. Discuss changes in architectural styles through history and possible reasons for the changes. Sketch an architectural style that would meet present needs, preferences, tastes and lifestyle, combining ideas from various architectural periods. Explain reasons for choices and combinations.

119

**SUGGESTED COURSE GOAL**

*The student will be able to identify historical events that have influenced the development of housing.*

**LEARNING EXPERIENCES****RESOURCES**

Take a walking tour through the local community or view *America*. Identify types of houses built during specific times (e.g., the 1920s, WW II, 1950s, 1970s). Discuss differences observed and probable reasons for them. 198

List major events in American history. Investigate and report findings regarding the availability of housing, types and styles of housing, and materials used in building during important historical periods (e.g., early settlers, World Wars I and II, 1930s). Discuss reasons for the changes in housing throughout these periods. 12

View *Housing a Growing America*. Discuss the changes that have taken place in housing, reasons for the changes and historical events that led to the changes. 222

Invite a guest speaker from a local antique store or historical society to show and discuss furnishings that represent various periods of history. Summarize reasons for changes in style, materials used and types of objects utilized. 178

Visit a local museum. Identify furniture, housing and community settings associated with specific periods of history. Summarize characteristics of housing which can be associated with historical events. 153

Collect pictures of historical events and various types and styles of housing. Display on bulletin board to illustrate the housing structures associated with historical events. Discuss reasons various types of structures, designs and building materials were used. 195

Study the work of an architect or investigate a particular architectural style. Analyze the historical events that influenced the housing structures produced. Report your findings in class. 175  
21

**SUGGESTED COURSE GOAL**    *The student will be able to determine technological advances that have influenced the nature and quality of living environments.*

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**LEARNING EXPERIENCES**

**RESOURCES**

**Define "ecosystem."** Brainstorm examples of recent technological advances and discuss the positive and negative effects that technology has had on our ecosystem. Predict their effect on housing in the future.

**List newly developed small appliances and labor-saving devices.** Investigate and report findings regarding the technological advances involved in the development of each. Discuss the effects on the homemaker, the family and the environment.

**Invite a home builder or a cabinetmaker** to discuss the effects that technological advances and environmental changes have had on the quality of home construction and building materials. Discuss possible future effects of technology.

**Visit a mobile home or modular home factory.** Discuss how technological advances have affected craftsmanship and the use of building materials and how these changes have influenced the nature and quality of living environments. Debate the possible effects on home owners.

**Invite a panel of senior citizens** to discuss how technological changes have influenced the nature and quality of their personal living environments over time. Summarize what you learned.

**Watch several television programs depicting life in different historical periods.** List technological advances made since those time periods. Summarize the influences they have had on the nature and quality of living environments.

**Investigate and report findings on the technological advances made during a given period of history between the 1700s and today.** Explain the developments resulting from the advances, possible reasons for the changes, effects on the population and environment of that time period, and effects which are still with us today.

**UGGESTED COURSE GOAL**     *The student will be able to identify past and present trends in designing and furnishing interior and exterior space.*

LEARNING EXPERIENCES	RESOURCES
Invite an architect to discuss the role of architects in influencing past and present trends in the design of interior and exterior space. Select an architect whose work has received recognition in the past or one whose work is prominent today. Study the characteristics of their work and describe how it has influenced present trends in the design of interior and exterior space. Share findings in class.	5
Refer to the book: <i>Handmade Houses: A Guide to the Woodbutcher's Art</i> . Discuss recent trends in housing which have resulted from the need or desire to do one's own building.	124
Invite an interior designer to discuss the history of interior design including changes that have occurred over time, factors responsible for the changes and current trends in interior design. Summarize what you learned.	
Invite a local craftsman to discuss present trends in designing furnishings for home interiors. Discuss factors such as available materials, current lifestyles and mobility on his or her designs.	192 18
Visit a local furniture or department store and identify types of contemporary furniture displayed. Summarize trends apparent in the types of furnishings being marketed today.	137
Visit your school or local public library to find old books and back issues of magazines dealing with aspects of housing design and furnishings. After viewing several pictures of period furnishing styles and the interiors in which they were used, discuss the influence they have had on furnishings and interior designs found in many homes today. Summarize the characteristics and past trends discovered.	101 133 64
Select five historical furniture styles (e.g., Jacobean, William and Mary, Queen Anne, Chippendale) and describe the woods, design lines, ornamentation, distinct features and history of each. Discuss reasons each characteristic is prevalent in the various styles.	
Visit a museum to view items used in the past to furnish interior space. Summarize how characteristics of these items are incorporated in contemporary furnishings.	267
Develop a portfolio that includes pictures of period and contemporary furnishings and accessories. Illustrate historical adaptations as well as strictly modern designs. Include samples of fabrics and woods, if possible.	50
Study period furniture styles in relation to the historical eras in which they were produced. Discuss how various period styles are often combined today with more modern furnishings and accessories to create a desired interior look.	
Collect and mount pictures from magazines of historical and contemporary furniture styles. Use as flash cards for a review game.	
View slides or pictures of various room settings showing both traditional and contemporary emphasis. Identify and discuss furniture styles, decorating approaches, and combinations of furnishings and accessories used in each room setting.	
Collect pictures of the homes in which members of your extended family have lived in the past. View <i>A Film History of American Furniture</i> or visit new and older homes or apartment buildings. Using your pictures and other information gained, summarize past and present trends in structural design and use of various furnishings and accessories.	196

**SUGGESTED COURSE GOAL**

*The student will be able to identify types of furnishings and accessories available for designing interior space.*

**LEARNING EXPERIENCES****RESOURCES**

Prepare a bulletin board showing various uses of textiles in the home. Gather samples of textiles. Discuss innovative ideas and factors to consider when selecting home textile products. 12

Given one or more items not commonly thought of as furnishings (e.g., a crate, trunk, boards, bricks), describe possible ways the item(s) could be used for furnishing an interior space. 30

Brainstorm the many types of accessories that can be created at home. Identify your personal accessory needs and preferences and then, keeping in mind your present living space (entire home, a selected room, your own bedroom), select pictures of an accessory you would like and that would be appropriate. Explain why the selection was made and indicate two other possible options. Create an accessory to be used in your personal living space. 5  
25  
3

Visit a secondhand store to observe types of furnishings which could be renovated or restored. Study and demonstrate various methods of renovating or restoring furnishings. Select an item and renovate or restore it. In class, discuss the possible expenses/savings which could result from restoring or renovating. 76

Invite an antique dealer to discuss the use of antique furnishings and accessories in decorating interior space. Determine ways one can recognize items as being "antique."

Invite a representative from a stereo shop to discuss the possibilities of using sound in creating a desired interior atmosphere. Summarize what you learned regarding cost, equipment available, advantages and disadvantages.

Invite a representative from a drapery store to discuss the types of window treatments which can be used in designing interior space and the visual effect each can produce. Using magazines, develop a portfolio of pictures illustrating types of window treatments which you find pleasing. Arrange them under the headings of curtains and draperies, shutters and blinds, and window shades. 79

Prepare a mural showing a room interior without window treatments. Show various possibilities for window treatments by placing cutouts of drapes, curtains, window shades and blinds over windows in the room. Analyze the effects of various treatments, colors, designs and textures on the room's appearance.

Invite a guest speaker from a local plant/flower shop to discuss the use of houseplants as room accessories. Find out about the types available, care required and effects possible. Summarize the main points covered.

After studying the principles of flower arranging, invite a member of a local garden club to demonstrate flower arranging. Working in groups, create several arrangements. Summarize the principles you used.

Discuss the use of terrariums as room accessories and investigate factors to consider in building them (e.g., containers, soil, combination of plants). Summarize your findings and construct a terrarium using the information collected.

Collect pictures showing different types and uses of lighting in interior spaces. Discuss natural and artificial lighting, lighting fixtures, and the need for lighting in various locations. Write a short paper describing how lighting could be used to improve your personal living space. Share papers in class. 55  
71

Invite an upholsterer to show the before-and-after appearance of a piece of furniture. Discuss methods of reupholstering, skills needed and costs in money, time and energy. If possible, reupholster a piece of furniture. 269  
10

Test various samples of floor coverings for durability, resiliency and wear. Summarize results and discuss appropriate uses of each. 129

Collect pictures and samples of wall treatments. Discuss the effects created, costs, methods of application, advantages and disadvantages of each.

Visit a local furniture store to analyze room settings. Note the accessories and combinations of furniture displayed. Identify one setting that appealed to you and one that did not. Tell why during a class discussion. 192

Given a worksheet showing a room with only basic pieces of furniture, cut out and arrange room accessory templates (e.g., pictures, pillows, vases) in a manner compatible with the total interior space. Evaluate arrangements considering use of the design elements and art principles as well as aesthetic and creative expression.

**SUGGESTED COURSE GOAL**

*The student will be able to relate concepts of personal space to physiological, psychological and social needs of individuals and families.*

**LEARNING EXPERIENCES****RESOURCES**

In groups of two, carry on conversations at varying distances (e.g., 12 m, 6 m, 3 m, 1 m). Discuss how personal space needs vary as the desirable distances for conversing change when interacting with strangers, friends and family members. 33

Observe and note reactions of individuals in various situations (e.g., a couple in a crowd, adult and child interacting, individual standing in line with stranger, employee talking with supervisor). Discuss the needs for personal space observed between individuals in each situation. Summarize your findings. 48

Complete a personal reaction inventory by answering questions related to personal space needs (e.g., How do you feel when you enter a crowded room? How do you feel in a smoke-filled room? How do you feel when seated in the middle of a crowded restaurant? When have you felt that a room is closing in on you?). Share reactions in class. Simulate various personal space situations. Discuss personal feelings revealed by the simulations and summarize personal space needs.

View "Proxemics" in *Your Space and Mine*. Discuss the need for personal space and how it relates to the psychological, physiological and social needs met by housing. 104

In small groups, review case studies dealing with living situations when individuals do not have adequate personal space to meet physiological, psychological and social needs. List problems that could result from these living situations and possible alternatives that might alleviate some of the problems.

Write a short paper describing how you define "privacy," how much time and space you feel is needed for privacy, and how your needs for privacy can best be met. Share and compare papers in a class discussion.

View several pictures of different housing interiors. Discuss the effect each would have on family interaction and personal privacy. 104

Discuss the possible psychological effects of space in the following situations: large bedroom for one small child, small bedroom shared by four children, breakfast bar used for family dining area, bedroom-living room area and laundry room-kitchen area. Formulate guidelines for use in planning space in these areas. 165  
142

Develop a checklist which could be used to evaluate the degree to which a personal living space is compatible with the physiological, psychological and social needs of the inhabitants. Use it to evaluate your home or one in your community. 167

List the positive and negative physical design features of your home or of a floor plan from a magazine. Compare evaluations with those of your classmates. In small groups, discuss problems associated with personal space in regard to physiological, psychological and social needs. Formulate possible solutions and share with the class. 59



**SUGGESTED COURSE GOAL**

*The student will be able to interpret plans for housing.*

**LEARNING EXPERIENCES****RESOURCES**

Invite an architect, building contractor or school industrial arts teacher to discuss housing plans, including overall design and specifics (e.g., symbols, abbreviations, floor plans). Make a list of those factors essential to consider in evaluating a house plan.

31

Locate a list of architectural symbols and abbreviations on a completed floor plan. Discuss the importance of symbols and abbreviations to the architect, builder, building inspector and buyer.

Develop a checklist of factors to consider when evaluating a floor plan (e.g., traffic patterns, convenience, privacy). View several floor plans and evaluate them in terms of the checklist factors.

Given several unusual room layouts, discuss individual and family needs and brainstorm ideas for adapting the plans.

View *Your Space Age Kitchen* VHS.  
Role play the preparation of a speech.  
Visit several homes to observe various advantages and disadvantages of each.

Evaluate the floor plan of your own home. Discuss traffic patterns, arrangement of permanent fixtures, and how the structure could be modified to improve convenience and safety.

Visit two different apartment buildings. Compare the buildings in terms of the degree to which provisions are made for parking, garbage disposal and laundry. Suggest ways in which the facilities might be improved.

**SUGGESTED COURSE GOAL**

*The student will be able to determine basic principles of storage when meeting individual and family housing needs.*

**LEARNING EXPERIENCES****RESOURCES**

Brainstorm storage principles in terms of location and arrangement of storage space (e.g., stack like items together; plan spaces to fit items; clean and sort items; store most used items nearby; store at point of first use). Collect pictures illustrating each principle and create a bulletin board for classroom display.

33

32

17

Develop a checklist for evaluating available storage in a home. Visit several houses or apartments and evaluate the storage space provided in each. Brainstorm creative ways of providing additional storage space (e.g., using different arrangements; purchasing or making devices designed to improve storage). Construct a display illustrating your ideas.

12

Share storage ideas/devices used in homes visited. Discuss how storage space is provided in mobile homes and compare it with needs in your own bedroom and develop a plan to implement, if possible.

Develop a list of items typically difficult to store (e.g., camping gear). Suggest ways in which storage might be improved.

Using a diagram of a particular closet space, develop plans for storing items which would meet needs of a child, a teenager and an adult. Share ideas in a class.

After reviewing work centers located in the kitchen, brainstorm utensils that might be stored in each work center. Following the principles of storage, describe how you would arrange items in each center.

List items commonly stored in a bathroom. Develop a plan with limited storage space, describe creative storage ideas that could provide optimum efficiency.

Brainstorm ideas for providing adequate storage in a college dormitory room (e.g., storage lockers and bed). Invite college students to discuss how they handle their storage needs. Summarize what you learned and add any new ideas to your list.

75

Evaluate the storage space provided in a home. Take suggestions for improving convenience, efficiency and accessibility. Implement some of your ideas.

Plan an actual storage space for a home. Develop a plan for storage space for a home. Compare with existing space and suggest modifications which will save the use of the space.

## SUGGESTED COURSE GOAL

*The student will be able to arrange furniture to meet the needs of individuals and families.*

## LEARNING EXPERIENCES

## RESOURCES

View one or more filmstrips dealing with furniture arrangement. List principles that can be used to ensure easy traffic flow and beauty.

261

Develop a checklist of factors to consider when arranging furniture in each room of a home. Use this checklist to evaluate room arrangements shown in magazines and home decorating books.

31

32

33

Brainstorm methods of arranging furniture that provide for a variety of uses as well as beauty. Collect pictures illustrating your ideas.

Identify four different ways the traffic patterns created by each arrangement.

Using a floor plan of a young person's home, get ready for school in the morning. How would the process be shortened?

Using half-inch graph paper, draw a floor plan and electrical outlets. Arrange furniture templates on the plan to choose the arrangement that best meets your needs.

After viewing several floor plans, discuss the arrangement in the same room. Evaluate each for traffic flow, use of light, ventilation, and cost. Select the plan that illustrates the best arrangement for the room. Justify your choice.

Given a case study describing a family and their needs, draw lines to illustrate probable traffic patterns and activity areas. Sketch furniture and furnishings in a manner that would meet individual and family needs (e.g., communicate their most private activities) while maintaining efficient flow of traffic.

Given case studies of individuals at different ages in the life cycle, discuss how their furniture needs and arrangements would change (e.g., a family with two children and a two bedroom home needs to make room for an additional child, an elderly couple is moving from a two story, three-bedroom home to a one bedroom duplex). Arrange furniture templates on floor plans to illustrate how the present needs of the individuals in each case study could best be met.

Select furniture for a room by analyzing the room's present arrangement and the original furniture. As possible, show how the furniture could be adapted, replaced, or supplemented to meet the needs of a young child and then an adolescent.

Using the floor plan of a room, draw a furniture arrangement that would meet the needs of a family for a party, a buffet dinner, a sit down dinner, a family reunion, a child's birthday party, a grandfather's birthday party, a grandfather's birthday party, a grandfather's birthday party. Share ideas in class.

### SUGGESTED COURSE GOAL

*The student will be able to create functional interiors to meet given needs.*

LEARNING EXPERIENCES	RESOURCES
List the hobbies of class members. Describe the type and amount of living space required to participate in each. Give suggestions for how that space could be acquired in present environments and in environments you might design in the future.	134 32
Read a case study describing an individual with specific needs (e.g., privacy, work space, activity). Using paper or flannel board models, create an interior floor plan and room arrangement that would meet those needs.	33 12
Using boxes, build model rooms which illustrate the needs of a particular individual. Consider structural orientation, furniture, lighting, and accessories. Present models and work in class.	
Given a description of the type and placement of windows in a room and the needs and wants of its inhabitants, develop a plan for providing appropriate window treatments and lighting.	
Given a floor plan of a house or apartment, develop a detailed lighting plan for all major work areas as well as for overall lighting. Consider the function of each area, the traffic flow and the lighting requirements suggested for most efficient use of energy.	
Given a case study, design a bathroom that would meet the needs of both the young children and adults described. Share your plans in class.	
Investigate various types of wallcoverings (e.g., paint, painting, wallpaper, fabric). Consider factors related to use, care, cost, installation and aesthetic effect. Select samples of wallpaper and paint that could be used in bedrooms for a small child; a newly married couple; a quiet teenage boy or girl; an active, sports-minded teenage girl or boy; a middle aged couple. Explain your choices.	
After selecting a floor plan of a room in a house you like, develop a plan for furnishing and arranging the spaces in a way consistent with your own needs and preferences. Include pictures and samples of all items used (e.g., paint, wallpaper, carpet, tables, chairs, lighting). Display projects.	
Given a case study describing a young married couple's furnishing needs and preferences and the resources they have available, develop a total plan for meeting their needs. Include cost itemization, floor plan, furnishings, accessories, color scheme and provisions for storage. Share plans in class.	
Make plans for moving into a new home. Develop a plan for the new living space that includes how you will create a functional, attractive interior for the family.	
Given case studies describing how the needs of different types of people in different environments may change, develop a plan for meeting those needs. For example, a bedroom needs to be converted into a den or family room; a room needs to be changed for poor lighting and ventilation; office space needs to be provided though no extra room is available; a living space for a grandparent needs to be arranged for a person with physical requirements. Make your plan in class.	
In a home, identify the needs of different types of people. Develop a plan for meeting those needs. Select an example of a physical need (e.g., a person who is blind). Develop a plan for meeting the need, including physical design, furniture, accessories, lighting and color scheme, which would effectively meet the needs of an individual with a specific physical need.	

**SUGGESTED COURSE GOAL**

*The student will be able to plan a functional and aesthetic landscape.*

**LEARNING EXPERIENCES****RESOURCES**

Brainstorm reasons for landscaping a home exterior (e.g., beautification, protection from wind and sun, privacy, outdoor living, gardening). Take a trip through the local community to view various types of landscapes. Identify those factors observed which contribute to both the function and the beauty of the areas.

163  
123

Study one type of ground cover used in landscaping (e.g., trees, shrubs, plants, sand, rock, wood). Report your findings in class. Invite a speaker from a local nursery or landscaping firm to discuss the various

...ing ground  
... the landscape  
... and labor will  
possible.

Given an illustration  
orientation, terrain  
grounds during various

Given plans for a space  
functional and aesthetic

Study past and present landscape design  
that influenced these designs.

After viewing an actual project, students  
be made more functional and aesthetic  
individual(s)

Working in small groups, students will design a landscape for a given area (e.g., apartments, churches, factories, etc.). They will be given a list of plants and materials to choose from, and will be asked to consider cost, elements and principles of design.

With a construction manager, students will design a landscape for a given area (e.g., houses, if possible, as well as with the help of a landscape architect).

Complete a home landscape design project. Evaluate the success and failure of the project. Report results in class.

The student will be able to identify the optimum living environment.

Classroom materials should be updated with indicators related to these suggestions, constantly altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

**SUGGESTED COURSE GOAL**

*The student will be able to identify the relationship between world housing patterns and U.S. housing patterns.*

**LEARNING EXPERIENCES****RESOURCES**

Find articles with the words house, home, housing or living environments in them. List the characteristics of housing illustrated in the articles. Apply what you learned in a discussion of the relationship between world housing patterns and housing in the U.S.

Invite a social studies teacher to discuss the economic and social implications of U.S. and world housing patterns. Prepare a bulletin board showing the relationship of world housing to such things as economics, education and resources. 159

Invite a foreign teacher to study foreign housing. Summarize what you learn.

Using resources such as *World Atlas*, form a collage of each city. Note similarities and differences in housing about U.S. and world housing patterns.

Working in groups, select a city and housing in that area. Investigate the housing. Share in class and compare your findings.

Compare single family housing with multi-family housing. Note differences in age, building materials, size of lot, population density. Prepare a chart for future use.

Using current magazines and newspapers, prepare reports in class to summarize the housing patterns in the U.S. and world housing patterns.

# SUGGESTED COURSE GOAL

The student will be able to determine the positive and negative effects of urbanization in creating an optimum living environment.

## LEARNING EXPERIENCES

## RESOURCES

View *Family House*. Summarize the effects urbanization has had on today's housing.

217  
289

Listen to "Little Boxes." Relate the content of the song to the effects of urbanization on one's living environment.

287

Invite representatives from the local land use planning committee, a mass-transit company or a real estate development firm to discuss aspects of urbanization. View pictures, photographs, and tape recordings of urbanization; then develop and negative effects of urbanization and newspapers, collected photographs, and other materials. Label each for class display.

31

Using a variety of references (e.g., books, articles) write a short essay on the positive or the negative effects of urbanization. Present essays in class.

1

View *Transportation Master of Tomorrow*. List and describe the alternative modes of transportation presented. Discuss the potential effects of each on the environment (e.g., buses, cars, taxis, hitchhiking, walking, car pools, taxi, subway). Identify those alternatives which have been or are utilized in your area. Suggest indicated changes.

2

1

View *Urban Alternatives or Dehumanizing Cities*. Identify problems, solutions and alternatives related to urban environments described in the films. Relate what you learned to your own community, county or state.

211

210

179

Given a case study describing a particular industry, ask students to locate the industry and make a list of the positive and negative effects which would likely result if the industry did. Consider factors related to land values, housing, pollution, traffic and jobs. Reach a decision as to whether the industry should be allowed to locate in the community.

99

View *Cities and Suburbs*. Conduct a survey of students' feelings toward urbanization. Interview a number of people regarding their feelings toward urbanization.

201

What is urbanization?

What effect does urbanization have on the environment?

Are there enough natural resources to support the growth of urbanization?

How does urbanization affect the social and economic life of people?

transportation systems?

business and industry?

the food supply?

on the way



## SUGGESTED COURSE GOAL

*The student will be able to assess the effect that overpopulation has on people and their living environments.*

## LEARNING EXPERIENCES

## RESOURCES

Recall times when you felt the effects of overpopulation (e.g., squeezing into an elevator, pushing through a crowd). Focus on feelings you had during and after the occurrence and write a short paper describing those feelings. Share papers in class.

View *Populations* or *World Population*. Discuss the effect overpopulation has on people and living environments.

231  
250

Invite a representative of the Census Bureau or the Bureau of Economic Research to discuss state population trends. Focus on where population is increasing and where it is decreasing. Discuss the effects of the increases on urban areas in Oregon. Use what you learned.

Invite a council member or representative of a city to discuss the effects of overpopulation on the city map. In teams, survey a city block. Record your findings. Discuss the effects of overpopulation on the city member's or representative's presentation.

Read magazine articles on overpopulation. Discuss the effects of overpopulation on the environment and summarize the problems of overpopulation.

Clip newspaper articles and discuss the effects of overpopulation on people and the environment. Share your findings.

Invite representatives from groups that are concerned with overpopulation to discuss their views on overpopulation from different perspectives. Discuss the problems and solutions regarding the effects of overpopulation. Summarize statements and discuss the many issues presented by the different individual groups.

Using stick people, create a population pyramid for the United States and U.S. population. Predict future consequences of the population explosion for the U.S. and other countries.

Invite speakers from countries that are experiencing overpopulation to discuss how their countries deal with it. In small groups, compile a report on a country that is overpopulated, describing how overpopulation affects the surroundings and the living conditions of the people there. Share your reports in class.

Divide into groups of 4-6 students. Each group will represent a different continent of the world (the group of students in each group is determined by the proportion of the continent's present world population). Given an amount of food and money, based on your continent's share of the world's production, plan, prepare and eat a meal. Discuss how you felt about the experience. Relate your feelings to the problems of overpopulation.

Brainstorm ideas for architectural designs that would be appropriate for a future city. Discuss the combination of design and technology that would be appropriate for a future city.

**SUGGESTED COURSE GOAL**

*The student will be able to describe the aesthetic relationship between housing and the environment.*

**LEARNING EXPERIENCES****RESOURCES**

Invite an architect to discuss aspects of the environment that should be considered when designing a home. 32  
Make a list of basic principles one can follow to ensure that plans for housing will harmonize with the environment. 216

List materials used in constructing local houses. Compare these with materials used in other locations. View 192  
pictures of houses which illustrate the use of different types of building materials. Identify the 137  
environmental setting in which each would be most suitable.

Identify several compatible housing styles which would be aesthetically attractive neighborhood

Generate a list of characteristics that make a neighborhood aesthetically pleasing. Use your list to identify possible aesthetic housing development. Use your list to identify possible aesthetic housing development and the environment

View *Two Cities* London, New York and other cities. Discuss how the environmental surroundings related to the building design and the way they make a city more aesthetically pleasing 24  
20.

**SUGGESTED COURSE GOAL**

*The student will be able to explain how housing decisions people make affect others.*

**LEARNING EXPERIENCES****RESOURCES**

Working alone, decorate a designated area of a wall or bulletin board in the classroom. After everyone has decorated his or her area, evaluate the overall result. Discuss how decisions each person makes affect others.

17

Invite a panel to discuss how you are affected by the housing decisions others make. Include a member of the city planning commission, a contractor, an architect, an apartment manager and a housing specialist. Summarize what you learned.

Invite a real estate agent to discuss the neighbor's care of property and the value of property. Summarize what you learned.

Invite a fence salesperson to discuss the various problems fences have in the neighborhood.

In small groups, investigate the housing situation in your area 10 years from now. Be sure to consider the impact of the current housing situation on the future. Summarize your findings.

**SUGGESTED COURSE GOAL**

*The student will be able to determine the effect of housing trends on the environment.*

**LEARNING EXPERIENCES****RESOURCES**

Examine current housing magazines and collect pictures illustrating new trends in housing and architecture. 23  
Identify those you feel will persist and those you feel will not. Study the effects of each on the 140  
environment and prepare a bulletin board displaying your findings.

Invite an architect, a building contractor and a realtor to discuss current innovations, requirements, 192  
demands and trends in housing. Arrange for an environmentalist/ecologist to be present to point out the , 175  
effects housing trends have had on the environment. Summarize by comparing opposing viewpoints evident  
during the discussion.

Ask a panel of senior citizens to present their views on housing trends and the effects on the environment.  
views presented by previous speakers.

Working in groups, investigate the effects of housing trends on the environment. Investigate the effects of  
water heating; single family homes; multi-family housing; mobile homes; etc. Prepare reports  
reports describing how each of the factors mentioned above affects the environment.

Identify various types of housing available in the community and evaluate the advantages and disadvantages of each.  
the advantages and disadvantages of each and the effect on the environment.

Identify the different types of housing available in the community and compare the effects on the environment.  
community.

View *Solar Energy* (video) and discuss the effects of solar energy on the environment. Discuss the effects of solar energy on the environment.  
*Breakthrough Is Here*. Discuss solar energy and the effects it might have on housing and  
environment. Relate to the housing trends it might result. As a class project, design a house that  
solar panels for heating. Compute costs of using solar energy in total gas, electricity. Compile a list  
energy saving and conservation tips.

**SUGGESTED COURSE GOAL**

*The student will be able to identify sources of information that can be used in making decisions to preserve and protect the environment.*

**LEARNING EXPERIENCES****RESOURCES**

Clip and collect newspaper articles dealing with the environment. Divide them into two categories: those giving the viewpoint of environmental agencies and those giving the viewpoint of people or companies controlled by the agencies. Critique the articles using objectivity and accuracy of statements as criteria. Share information in class.

78

View television specials and news programs to collect information related to environmental preservation and protection. Keep a journal of current developments and share findings in class on a regular basis.

Brainstorm a list of local, environmental preservation findings.

Invite a representative from the local Environmental Protection Agency to discuss the steps an individual can take to protect the environment.

Invite a panel consisting of a representative from the local commerce member, a building a gardener, a utility board representative, a farmer, a local business, and a local representative of the environment. Compare the role of each representative plays in providing environmental protection.

Investigate current legislation and compare the role of each representative in providing environmental protection. Share findings in class and identify the sources of information used.

**SUGGESTED COURSE GOAL**

*The student will be able to identify the role of planning groups in creating optimum living environments.*

**LEARNING EXPERIENCES****RESOURCES**

*View Of People, Land, and Planning and Tools in Land Use Planning.* Summarize the generalizations presented and relate to the importance of environmental planning (e.g., What would happen if there were no planning?). Keep a journal of newspaper clippings, magazine articles, and local and national news on action related to environmental planning. Share at various times.

227  
240  
31  
17

Invite representatives from several groups or agencies concerned with environmental planning to discuss the goals and priorities of their organizations. Depending on your location, these persons might include

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View *The Choice Is Yours*. Discuss means by which individuals can become active participants in promoting an optimum living environment. 239

Write a brief report on what you personally can do to promote an optimum living environment. Share ideas in class. 155

Interview members of citizen action groups who are involved in promoting optimum living environments. Find out why they are doing what they are and what results they've seen. Compile results and share in class. Relate to the importance of citizen involvement in coordinating and implementing programs designed to improve living environments.

Contact individuals who have been involved in conducting environmental impact studies. Interview them to determine how citizens can become involved in promoting and maintaining an optimum living environment.

Invite guest speakers from environmentally concerned organizations to discuss the effects their efforts have had on preserving and protecting the environment. Summarize what you learned.

Collect newspaper articles that discuss citizen action groups or that were written/edited by an individual from one of the groups. Discuss their impact in promoting an optimum living environment.

Develop a radio presentation describing historical citizen action movements and their effects on the environment. Attempt to have it aired.

Attend a neighborhood citizen group meeting. Note topics of concern and observe the interaction between the citizens and city planners present. Follow up by interviewing persons in local government regarding the impact citizen groups have had on local government decisions. Report your findings in class.

Research the role communities or citizen groups have played in achieving past legislative action (e.g., Oregon Bottle Bill, Greenway Bill, Rogue River Dam Project). Report your findings in class.

Identify one issue related to preserving or protecting your living environment that is important to you. Take action necessary to promote the protection desired (e.g., attend a legislative session, committee meeting or state management commission meeting where citizen input is being considered). Share observations and report developments as they occur.

Plan a school "Clean-up and Beautification Day." Ask the school groundskeeper to designate one or more areas of the school grounds which have not been cared for or which students have misused. Coordinate responsibilities of the volunteers and participate in the activities of the day.

31

Visit a recycling center. Investigate the ways in which items are processed or recycled. Develop and implement a long-term, school-wide or community-wide recycling project (e.g., paper, metals, glass). Take responsibility for promotion, pick-up and distribution of the material(s). Evaluate your efforts at regular intervals.

Given one or more items which would normally be thrown away (e.g., food containers, newspapers), create something you or your family could use. Share projects in class.

11  
14

Develop a display illustrating how young children can help to preserve the environment. Take the display to local elementary or nursery schools or local shopping centers and share with small children and their parents.

As a class, write an "Environmental Code for Habitat." Individually, list specific ways to follow the code. Implement your suggestions and report progress back to class.

158

Assess your personal home environment in terms of ways in which your family wastes and destroys natural resources. Develop and implement a plan to preserve at least one of these resources (e.g., recycle papers and cans, turn off lights).

Contact your local utility company to secure publications giving energy conservation tips. Use these together with books, magazines and personal interviews to compile a list of ways individuals can help preserve the environment (e.g., energy saving tips, recycling, trash disposal). Summarize the information on a brochure to take home or publish ideas once a week in your local or school paper.

Sponsor an environmental protection contest. Have entrants submit ways they can help protect the environment. As a class, judge entries and select a winner.

Develop environmental awareness in the community by organizing a "clean sweep campaign" (e.g., collect cans, bottles or newspapers for a week; clean up or repair buildings/lots). Evaluate your efforts.

Form a "co-op" in your neighborhood. Swap skills and talents, share equipment (e.g., lawn mower, laundry equipment) or swap services (e.g., babysitting, transportation). Periodically evaluate the environmental impact of your efforts.

After checking with the local city planning office to determine the projected city growth for the next ten years, develop an overall plan for meeting the growth needs while preserving the environment. In small groups, develop separate plans illustrating the nature of the facilities which will be needed (e.g., shopping centers, schools, libraries, recreation centers, housing for the elderly, multi-family units). Share your work and relate to the overall plan.

As a class, create an energy calendar illustrating ways of conserving water and energy. Have it duplicated and sell to fellow students and teachers. Use the profits to beautify your school and its grounds.



View <i>Safety in the Home</i> or <i>Safety . . . Home Safe Home</i> . Discuss hazards and safety precautions presented.	234
Play "Home Safe Home" to become aware of home safety hazards and ways of avoiding them. Summarize safety techniques learned.	233
Invite guest speakers from the local police and fire departments to discuss major concerns regarding safety hazards in the community and ways of preventing accidents. Use what you learned to conduct a safety evaluation of your neighborhood.	32
Conduct a safety check on all small appliances in your home using Underwriters Laboratories guidelines. Compile findings and share in class.	27
Develop a display of household safety devices and equipment (e.g., safety caps, smoke detector alarms, safety cupboard/drawer latches). Demonstrate uses. Find out how many devices you currently have in your own home. Identify one or more that would improve the safety of your home living environment.	33
Investigate the role of lighting in maintaining a safe environment. Select a particular environment (e.g., public or private, interior or exterior) and evaluate the extent to which the lighting used affects its safety. Make suggestions for improvement if needed.	17
Discuss the function of the Occupational Safety and Health Act. Debate the statement: Since OSHA regulates safety in business, there should be an agency to regulate safety in the home.	31
Investigate building codes used in your community, including requirements for household wiring and plumbing. Analyze your own home or another structure in your community to determine whether it meets the requirements of the code.	70
Invite an extension agent to speak about kitchen safety. Do further study and develop a check sheet for kitchens. Use it to evaluate the safety of a kitchen of your choice. Investigate safety standards and consumer alternatives regarding materials used in house construction (e.g., toxicity of paints, flammability of fibers, breakage of glass). Visit a mobile home, prefabricated home or modular home factory to observe the current designs and construction techniques used. Discuss with a company representative the safety of materials used in construction and special design features which make the unit safe. Summarize what you learned.	65
Develop a checklist of safety and sanitation standards that should be observed in homes. Refer to the National Safety Council survey form available from the local fire department for additional information. Use checklists to evaluate standards in a home environment. Discuss one hazard that was found and make suggestions for alleviating the problem.	
Analyze your own room for safety. Make a list of any improvements needed to avoid home accidents. Develop plans for making necessary safety improvements.	
Analyze one or more rooms in your home as to number and convenience of available electrical outlets. Find out what safety controls are present (e.g., numbers of circuits used and types of circuit breakers available). Summarize your findings and make suggestions for improvement.	
Select a home or other structure in your community. Analyze how safe it would be for use by persons with various types of physical handicaps (e.g., the visually impaired, hearing impaired, wheelchair users).	
Given a specific house plan, list changes which would need to be made to make it safe for small children or elderly persons.	
Visit a "model home." Evaluate in terms of safety principles learned in class.	

Invite an electrician or a utility company representative to discuss home electrical wiring and the use of electricity. Check your home to determine whether it has fuses or circuit breakers. In class, discuss what it means to "blow a fuse" or "trip a circuit breaker." Summarize principles of safe electrical usage.

31  
12

Bring a variety of extension cords (including different weights) to class. Plug different kinds of appliances into each extension cord. Observe the result. Discuss use of appropriate extension cords for specific appliances.

Develop plans to use during a power outage. Make all necessary arrangements at home for preserving safety during such an emergency. Share and discuss plans in class.

Invite a firefighter to discuss steps which can be taken to prevent home fires and procedures to follow when a fire breaks out. Develop two fire escape routes for your home. Sketch the routes and bring to class for evaluation. Encourage your family to have a fire drill to practice the steps that should be taken in case of a home fire. Report results in class.

Develop a display of fire extinguishers and substances that could be used to put out fires (e.g., salt, baking soda). Identify appropriate times to use each. Visit the fire department or invite a representative to demonstrate the use of fire extinguishers and other fire retardant substances. Summarize procedures learned. Discuss ways of preventing kitchen fires and steps to be taken when they occur.

168

Visit a store that sells smoke detectors. Analyze the types available, including their cost and value. Summarize your findings.

Invite police to discuss how people can prevent home burglaries. Bring one small appliance from home to be engraved for identification against loss or theft.

Collect newspaper clippings related to home accidents. In groups, suggest safety precautions that could have prevented these accidents. Share ideas as a class.

Investigate ways in which home poisonings (e.g., from household products; plants) and other accidents (e.g., falls, burns) can be prevented. Summarize by developing a list of specific precautions and treatments. Bring a shoe box to class and use to assemble a simple first aid kit.

In a circle discussion, share accidents that have occurred in your home due to carelessness. Summarize ways in which these could have been prevented.

Discuss and make recommendations for efficient storage of references (e.g., owner's manuals and warranties).

Develop a checklist of things to do before leaving on a vacation. Be sure to include precautions related to burglary and fire. Duplicate your list and distribute throughout your school and community.

List safety practices which must be observed for small children. Compare this with a prepared for standard home safety. Note the differences. Plan a series of short lessons to present to younger brothers, sisters, cousins or other children teaching them safety practices.

Invite an attorney or an insurance representative to discuss homeowner accident liability. Discuss safety practices that would prevent these accidents.

Compile a list of safety standards one should consider when selecting furniture or large appliances for the home. Distribute to interested persons.

Organize a family meeting to discuss hazards in your own home. Develop cooperative plans for making adjustments and sharing responsibilities for safety. Be sure to include steps which can be taken to prevent poisoning, fires, burglary, falls and other accidents.

39

**SUGGESTED  
PROGRAM GOAL**

The student will be able to summarize information needed to make responsible consumer housing decisions.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

List government agencies responsible for housing regulations. In small groups, research one agency (e.g., ACTION housing, HUD, FHA). Report on actions various agencies have taken that are important to homeowners. 12

Invite a speaker from the local Federal Housing Authority to discuss the role that office plays in making housing available to consumers. Have her or him address the role government plays in controlling the effects of urbanization on living environments. Summarize what you learned. 17

List types of government-funded programs available for housing, and investigate the requirements for obtaining the funds. Report your findings by discussing the effects of these programs on individuals and communities.

Given hypothetical situations regarding housing issues, role play actions taken by various government organizations in making decisions related to these matters. List considerations that justify the decisions made.

Clip newspaper articles describing legislative action on various housing-related issues (e.g., zoning, taxes, subsidized housing measures, community planning). Summarize the various roles the government plays in relation to the availability and quality of housing.

Study the role the federal government has played in housing since the 1930s. Include an analysis of legislation as well as court decisions dealing with housing and urban renewal (e.g., Housing Act of 1949, the outlawing of discrimination, formation and programs of HUD, Model Cities and Metropolitan Development Act, FHA and VA programs, 1968 Housing and Urban Development Act). Conduct a class symposium to synthesize material gained from investigation.

Investigate the types and effectiveness of housing legislation passed at the state and local levels during the last ten years. Relate to legislation passed at the federal level. Diagram your findings to show how local, state and federal governments work cooperatively in building housing programs.

Select a housing issue and study it. You may wish to write the state or federal government for information or attend an appropriate state legislative hearing. Take a stand on the issue and share your viewpoints with state or federal senators and representatives. Follow the progress made on the issue thereafter. Report your findings in class when appropriate.

Talk with residents in your community to determine ways in which public policy has affected the quality of local housing. Summarize your findings and make suggestions for further improvement.	20 36
Invite a representative from the city planning office to discuss specific public policies that have been formulated to improve the quality of housing in the local community. Summarize the characteristics of the policies presented.	31
View <i>Your Role in Improving Our Housing</i> . Discuss the individual's and public's role in improving housing quality.	251
View <i>Citizen's Role in Land Use Policy</i> . Discuss the public's role in developing policies that affect land use and housing quality.	205 17
View slides depicting housing problems caused by a lack of planning (e.g., highly congested or declining areas of concentration, central city dwellings, suburbs and small towns that have not been planned, rural areas being developed without plans). Summarize and describe the role of planning as a means of alleviating some of the problems.	12 155
After reviewing the Oregon Land Conservation and Development Commission goals, discuss the value of each in terms of maintaining housing quality.	284
Investigate a land-use problem in the local community. In small groups, present a visual display of the problem and proposed solutions. Present to the county commissioners or city council.	
Study policies and procedures involved when building a house (e.g., obtain building permit, secure soil tests, investigate building codes, investigate neighborhood ordinances). Discuss the similarities and differences in policies and procedures if building a duplex, apartment, townhouse or mobile home park. Determine the effect public policy has had on these procedures.	
Collect magazine articles and newspaper clippings illustrating towns and neighborhood subdivisions that use cluster zoning and other techniques to optimize space usage and preserve the natural environment. Summarize the techniques discovered. In small groups, create a model city. Write the public policies and housing regulations for your city. Share designed cities in class and then display for the entire student body.	
Act out a public hearing regarding a housing-related issue taken from a current newspaper article. Assume the roles of all parties involved (e.g., residents, unions, industry, utilities, government officials). After arriving at a final decision, write a formal statement of action to be taken regarding the issue.	145

- View *Planning the Land* and *Sharing the Land*. Discuss methods for improving housing conditions used by citizens in the films. 229  
235
- View *Housing: A Place to Live*. Discuss how housing conditions affect both the inhabitants and the community at large. 221
- Investigate current local or state housing problems. List needed improvements and discuss factors that might increase the chance of success of programs designed to provide the improvements. 155
- Read about housing projects designed in the Bronx, New York; Newark, New Jersey; Cleveland, Ohio; St. Louis, Missouri; Portland, Oregon. Report findings regarding their purposes and failures. 148
- Given examples of specific programs implemented to improve housing conditions, list reasons for their success or failure. Discuss ways in which the programs were successful and suggest ways they could have been more successful.
- Given a case study involving the relocation of a particular family into a new housing situation, predict how the move will affect the individuals, the family and the community. 132
- View *Run from Race*. Discuss housing difficulties minority groups face. 232
- Read excerpts from books (e.g., *The Dollmaker*) describing the problems and culture of the poor and the importance of considering their needs in making plans for improving housing conditions. Share insights gained. 2
- View slides of urban renewal projects before and after completion. Identify the changes made and predict possible effects on inhabitants. Discuss urban renewal with a city official or HUD representative. Investigate the purposes of current programs, methods of implementation and status of program development. Summarize findings in a class discussion.
- Interview the elderly regarding their housing problems. Summarize your findings and propose alternatives, including programs which might help alleviate common concerns.

Complete the following unfinished sentences:

18

"In my first home I *must* have . . . ."

"In my first home it *would be nice* to have . . . ."

"In my first home I *won't* need . . . ."

Investigate the types of housing which would meet these needs. Share results in a class discussion.

Brainstorm factors one might consider when selecting a housing type or location. Individually, rank these factors as to their importance and compare with other class members. Discuss reasons for the differences observed.

193

143

Identify the stages of the family life cycle. Discuss housing requirements at different stages. Interview several families at different stages of the life cycle to determine factors that affected their selection of housing. As a class, summarize those factors under the headings of values, lifestyle, resources and life-cycle stage.

Identify resources that would influence housing choices. Discuss how these resources may change as an individual moves through the family life cycle.

Study factors that are important to various cultural groups when selecting housing (e.g., values, resources and lifestyles). Compare factors when reporting findings to class.

Interview your parents or grandparents regarding their past, present and future housing choices. Identify factors which influenced their selections. Compile a list of factors based on the interviews and share in a class discussion.

View *Recreational Facilities in Residential Development*. Discuss values and lifestyles associated with recreational facilities. Investigate the recreational opportunities provided by different house settings and summarize your findings.

285

Select a housing ad from the newspaper. From the information given, write a description of the individuals who might buy or rent the home, describing their values, lifestyle, resources and stage in the family life cycle. Discuss similarities and differences in a group discussion.

Using minute dramas, depict family and individual housing decisions based on values, lifestyles, resources and stage of the family life cycle. Summarize insights gained.

Given case studies describing the lifestyles, resources and family life-cycle stages of several individuals, suggest a type of housing and housing location appropriate for each. Justify your choices.

View pictures and read case studies describing various individuals (e.g., a single person, a young couple, a skier, an older couple, a large family, a handicapped individual). List the social, emotional, intellectual, economical and physical needs of each. Create collages illustrating various types of housing which would meet their needs.	12 4 18
Working in relay teams, have each team member add the name of a different type of housing, continuing as long as teams can think of new housing types. As a class or in small groups, brainstorm the advantages and disadvantages of the various housing options (e.g., apartments, mobile homes, duplexes, single-family homes, condominiums). Discuss the needs that each type of housing could meet.	54 155
Invite several individuals who live in different types of housing (e.g., apartment, single-family dwelling, condominium, mobile home, dormitory) to discuss reasons for their housing choices, including how the types of housing they selected meet their specific needs. Summarize your findings.	169
View <i>The Town House: Its Background and New Popularity on the American Scene</i> . Discuss how the old concept of row houses is meeting the needs of individuals today.	288
Take a bus tour of the local community to view available types of housing. View pictures or slides illustrating various types of available housing. Speculate about how the different types of housing could meet the needs of various families and individuals.	102 100
Brainstorm housing alternatives available when going to college or starting a job away from home. Analyze the advantages and disadvantages of each type of housing and the needs each type could meet.	1 92
Invite an architect to explain the process involved in planning a home (e.g., assessing individual and family needs, relating needs to housing, developing a schematic design, preparing a final floor plan). View <i>Selecting a House Plan</i> . Discuss ways various house plans can meet individual and family needs.	274 263
Using current magazines, select several pictures of plans for housing, including floor plan diagrams. Analyze each to determine the family or individual needs that could be met. State specific reasons for your decisions.	143
View <i>Selecting and Buying a Mobile Home</i> or visit a mobile home dealer. Compare the structural elements of the interior space of a mobile home with those found in typical homes and apartments. Discuss differences in personal space available and assess the degree to which these spaces would meet the physiological, psychological and social needs of given individuals and families.	291
Discuss individual characteristics and specific circumstances that would create special housing needs (e.g., handicapped family member, tall individual, midget, a large family). Identify types of housing and adaptations that could be made to meet each individual needs.	
Brainstorm types of housing which would meet the needs of the elderly. Investigate the facilities, costs and opportunities that each type offers. Report findings in class.	
Given a case study of a family or individual with a set budget and preferred activities, select housing ads from newspapers which appear to meet particular needs. Visit several houses and select one that would effectively meet needs. Justify your choice.	84



**Brainstorm factors which affect the housing choices of different ethnic, social, religious and geographical groups. Investigate, then debate the issue of how societal influences have affected the housing choices of one of those groups.** 22  
156

**Interview a realtor to determine societal influences that affect housing choices of individuals from different age, economic and ethnic groups. Report your findings in class.** 188

**Ask your parents about the societal influences that have affected their past and present housing choices. Share replies and compile a list of societal influences that appear at various stages in the family life cycle. Identify possible reasons for each.**

**Interview several individuals with different lifestyles to determine their housing preferences, their attitudes toward various types of housing, and factors which have accounted for these attitudes and preferences. Discuss the results of the survey and identify societal influences which seem to affect housing choices.** 193

**View several television programs depicting various aspects of our society. Discuss the societal influence these settings may have on the viewers' perception of "home."**

**Prepare a bulletin board or flannel board to illustrate how the selection of housing is affected by proximity to work, school, church, recreation and shopping areas. Contrast rural, urban and suburban areas.**

**Identify restrictions placed on various housing options. Discuss the effects of such restrictions on housing choices, design, maintenance and inhabitants.**

**Read current articles dealing with societal influences on housing choices. Discuss the influence of current social changes on housing choices (e.g., the effects population density has on housing types available). Summarize main points presented.**

Brainstorm environmental influences which affect housing choices (e.g., mountains, slopes, desert, water). 32  
Collect pictures depicting types of housing which would be suitable in each case and construct a bulletin 24  
board for future reference.

View *Two Towns: Gubbio in Italy-Chillicothe in Ohio*. Discuss the similarities and differences in 242  
environments and the possible ways each would affect housing choices.

Invite a foreign exchange student to discuss environmental factors that affect the choice and construction 59  
of housing in their native country. Compare those factors with environmental influences of the local area.

Observe illustrations of housing in various parts of the world. Discuss how climatic and geographic factors  
influence the materials used in home building (e.g., African village with straw huts, log cabins, sod houses,  
adobe houses, stilt houses from Ecuador, tepees of skin, ice igloos from the Arctic, steep roofed house from  
Norway, tile roofs from the warm countries). Summarize what you learned.

Invite an engineer or architect to discuss factors that need to be considered in choosing a house plan for a  
particular lot (e.g., orientation, landscape and climatic conditions). Summarize main points presented.

Assess your personal likes and dislikes with respect to geographic and climatic conditions (e.g., sun, rain, 21  
desert, ocean). Using resource materials, identify three locations in which you would like to live. Describe 126  
the climatic and geographic conditions which would influence the design of a home in that location. Share  
ideas in class.

Given a house plan together with a description of a lot, including climatic conditions, develop a plan for  
situating the house to account for sun, wind, rain, traffic and view. Share plans in class.

View slides or pictures of housing in different areas of the United States. Identify environmental factors  
that might have influenced the appearance and function of various types of housing. Brainstorm factors  
that need to be considered when planning housing for each area.

Given a description of a particular geographic location and climatic conditions (e.g., eroding shoreline on  
Oregon coast, flooding areas in Washington, snow-covered mountain areas in Idaho, hurricane area in Texas,  
flat tornado land in Nebraska), describe the type of housing, including design and construction materials,  
that would be best suited for the area. Justify choices made, considering climatic conditions, geographic  
location, building materials and environmental aesthetics.

Obtain multiple listing books from a local real estate office. Using these books, devise a chart that illustrates characteristics that affect the price of housing (e.g., location, number of rooms, condition). Look at real estate ads describing local housing choices, with prices blocked out. Predict the selling price of each and justify your predictions. Compare with actual prices. As a follow-up, discuss the current trend in housing costs. Debate the effects of this trend on the likelihood of owning a home. 31  
17  
12

Investigate the costs of buying and renting comparable (size and quality) new and older homes, mobile homes, modular homes and condominiums in different locations. Compare total costs as well as availability of financing. Summarize in a class discussion. 23

Interview several landlords in your community to determine total costs of living in various types of rental units. Compare your findings. Discuss how these findings might affect housing choices.

With the assistance of a realtor or building contractor, visit several types of lots in various locations (e.g., residential area, commercial area, outlying area). Determine why costs vary and identify factors to consider when choosing a lot. Develop a checklist based on your findings.

Invite a realtor to discuss the importance of property resale value and factors that determine housing costs. Formulate a list of factors which determine the probable resale value of a home.

Visit a solar-heated home or other solar-heated structure. Interview inhabitants to determine costs involved and have them discuss the advantages and disadvantages of solar energy. Compute the cost of using other sources of energy for heating and cooling the same size and type of structure, and compare with solar energy. Discuss how heating/cooling costs can be reduced by incorporating various features in new and existing homes.

Invite a construction or industrial arts teacher to discuss the costs of including various features when a home is built (e.g., dishwasher, second bathroom, garbage disposal). Make a list of those features which could be omitted while still retaining basic quality. 53

Visit several existing homes or homes under construction to examine the quality of materials and methods of construction being used. Summarize practices which do and do not represent wise decisions from an economic and environmental standpoint.

Invite a building inspector to discuss the various building permits/codes enforced in your area and the costs involved in meeting them. Summarize what you learned.

Review current legislation concerning rebates and tax deductions on home improvements (e.g., insulation). Brainstorm additional incentives that would benefit the environment and the consumer.

Invite a representative from the county assessor's office to discuss ways in which property taxes are determined. Estimate the total yearly taxes which would have to be paid on various types of property, taking into account the current renter's and land owner's tax rebates. Compile the information and develop a list of criteria to consider when making financial decisions regarding buying/renting a home. 146

Invite loan officers from several different lending institutions (e.g., savings and loan, commercial bank, G.I. or FHA loan office) to discuss types of home loans available. Ask about application procedures, qualification requirements and interest rates. Summarize what you learned. 72

Compare the cost of owning versus renting a mobile home for ten years. Identify factors that would affect the decision to buy or rent a mobile home (e.g., mobility, income, personal preference, maintenance).

factors that influence decisions related to renting and buying (e.g., mobility, maintenance costs, personal skills).

Using interviews and resource materials, investigate the costs of moving into an existing home in good condition, an existing home that needs renovating and a previously unoccupied home. Summarize the types of costs and expenses involved. Share findings in class. 30

Investigate the cost of buying a condominium or townhouse. Identify benefits of owning this type of housing (e.g., recreational facilities, freedom from maintenance responsibilities, investment return). Invite a condominium owner to discuss the advantages/disadvantages of this type of housing. Summarize what you learned.

**STED COURSE GOAL.** *The student will be able to identify types of services and sources of information available to the consumer in selecting a livable environment.*

## LEARNING EXPERIENCES

## RESOURCES

As a class, brainstorm potential sources of housing information/services/assistance. In groups of two, investigate one or more of these using newspapers, periodicals, government publications, the chamber of commerce, real estate offices, state housing agencies and the Better Business Bureau. Report your findings in class. 138

Investigate housing-related services provided by the chamber of commerce. Develop a list of additional local agencies and individuals that can assist the consumer in selecting a living environment. Identify the services provided by each. Share information in class.

Using a local telephone directory, identify the types of services and sources of information listed that would be helpful to the consumer in selecting a living environment. Construct a brochure based on your findings and distribute to interested persons. 84

Review the class magazine class. List a list of factors

Interview parents, neighbors and making housing choices. Compile

Interview a family, or a group of people buying or renting a home service related to selecting a living

Write to consumer affairs agency of the consumer. Share information

Investigate services and information summarize your findings

How Home and Property and maintaining a livable environment

Invite a banker to discuss home. Summarize what you learned

Invite a representative of the assistance it offers to help points presented

Discuss rental housing association. Identify types of housing

Investigate the types of housing themselves or a family member

On the basis of information (and town) and a location that could be used to find information on that information. Analyze the results. Share findings in class

**SUGGESTED COURSE GOAL** *The student will be able to identify types of services and sources of information available to the consumer in making housing transactions.*

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**LEARNING EXPERIENCES**

**RESOURCES**

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|--|----------------|
| Brainstorm options available for moving belongings from one location to another. Invite a local moving company representative to discuss services provided by moving companies, the costs and how they are appraised, the advantages/disadvantages of being moved by a company and the methods of packing/storing home furnishings. Compare these factors with those of moving oneself in a rented moving vehicle. | 12<br>17<br>23 |
| Obtain from the post office a packet of hints for successful moving. Discuss the steps involved in moving to a new location and complete the packet as if you were moving to a different town.   | 31             |
| Interview several employers regarding the benefits they provide employees who are transferred. Compile a list of benefits provided and discuss the importance of these services when selecting and/or changing jobs.   | 37             |
| Study steps involved in buying and selling a home. Interview individuals who have recently sold or purchased homes without the aid of a realtor. Find out about the advantages and disadvantages and types   | 80             |

**SUGGESTED COURSE GOAL** *The student will be able to identify rights and responsibilities of landlords, tenants, sellers and home buyers.*

## LEARNING EXPERIENCES

## RESOURCES

Invite an attorney to clarify the meaning of legal terms commonly used in housing transactions and to discuss the legal rights and responsibilities of the parties involved in housing transactions. Summarize what you learned.

View *Democracy: The Role of Dissent*. Debate the landlord and tenant positions regarding housing choices.

209

In pairs, visit several structures for lease or rent, inquiring about deposits, payments, rights and responsibilities of tenant and landlord, and conditions of rental agreements. Compare findings and discuss possible reasons for similarities and differences.

List factors to consider before signing a rental or lease agreement (e.g., who pays utilities, are pets allowed, what are the restrictions on noise, who pays for fire damage) and the landlord/tenant rights and responsibilities related to each. Develop a rental/lease agreement that would meet the needs, rights and responsibilities of both parties.

67

Invite a representative of the tenant/landlord rights organization to discuss the steps to follow.

Invite a panel of experts to discuss rights and responsibilities.

Develop a list of conflicts and formulate solutions.

Review several cases of legal crises and possible solutions for buyers/sellers/landlords.

**SUGGESTED COURSE GOAL** *The student will be able to use guidelines for home buyers, sellers and renters in making housing decisions.*

## LEARNING EXPERIENCES

## RESOURCES

View *Renting and Buying*. Discuss the advantages and disadvantages of renting versus buying housing.

272  
256

Invite a building contractor to discuss the advantages/disadvantages of building a home and guidelines potential buyers can use in evaluating a newly built or existing home. Summarize what you learned.

Investigate and compare the cost of buying a ready-built home, a semi-finished home and a custom-built home of equal size and quality. Invite a person who has recently built a home to discuss the problems encountered and solutions employed. Formulate a list of guidelines concerning home building from the information you received.

Find and report findings on materials used for building houses. List the uses, advantages and disadvantages

87

Why do you think  
home building is

**Braff** do you think a person  
have bought a house if  
should be considered  
what you learned.

Invite a mobile home  
costs, financing, options  
purchasing a mobile home

Study the factors involved  
be used by person. Consider

Develop a checklist of factors  
condominium; selling a home  
factors as inside construction

Based on a projection of your  
needs and wants and using  
use in evaluating the housing  
findings in class

Use the following guidelines  
reasons for choosing a home  
the guidelines listed



**SUGGESTED COURSE GOAL** *The student will be able to identify factors affecting the financing of a home.*

## LEARNING EXPERIENCES

## RESOURCES

Define terminology associated with housing transactions and discuss the financial responsibilities associated with various phases of home buying and ownership (e.g., mortgage, deed, down payment, principal, interest, disclosure exemptions, amortized mortgage, discount points, title insurance, settlement costs, resale value, record keeping). Invite a loan officer, escrow officer or realtor to discuss these terms and clauses and their importance to a home buyer.

84

12

19

View *Wise Use of Credit and Personal Finance Planning*. Investigate the percentage of monthly/annual income that individuals or families can safely invest in a home if they are renting, saving for a down payment, making house payments. Discuss guidelines for using credit to purchase a home.

249

Invite a representative from a credit bureau to discuss credit investigations, credit ratings and effects of past credit history on potential home buyers. Summarize your findings.

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**SUGGESTED COURSE GOAL** *The student will be able to identify types of insurance available to protect the homeowner and renter.*

## LEARNING EXPERIENCES

## RESOURCES

Invite a representative from an insurance agency to discuss terminology related to insurance, types of insurance available to homeowners and renters, amount of coverage needed and costs. Summarize the main points covered. 19  
12

Review brochures describing basic homeowners and renters insurance (e.g., standard fire insurance, renters personal property insurance) and various forms of coverage (e.g., property coverage, personal liability, personal property, living expenses). Identify and define common terms used. Compare the advantages and disadvantages, costs, coverage and claim services of the different types of policies. 31  
84  
61

Brainstorm the various perils against which properties are insured. Discuss the costs, coverage and need for each type of insurance. Debate the pros and cons of obtaining homeowners and renters insurance, based on a cost-benefit analysis. 30

the  
the

Interview  
mortgage  
investmen

loss (e.g. inventory)  
making a claim sh

**SUGGESTED COURSE GOAL** *The student will be able to apply guidelines of personal and family resource management to housing and home furnishings.*

## LEARNING EXPERIENCES

## RESOURCES

Invite a person from your local Consumer Credit Counseling Service to discuss budgeting guidelines which apply to housing (e.g., the relationship of a family's total income to the percentage of income that can safely be allotted to monthly house payment/rent, saving for a down payment, making house payments or paying for furnishings). Identify credit problems specifically related to housing and home furnishing purchases.

23  
31  
84

Estimate costs involved in family housing. Cite major expenses in providing housing (e.g., maintenance, insurance, taxes). Predict the approximate amount a newly married couple would spend for each expense at specific income levels. Interview couples to determine the accuracy of your estimates. Summarize how the amount spent on housing is related to the couple's economic and family situation.

270  
255  
277  
87

Interview a number of homeowners and renters regarding housing costs. Discuss with each the overall cost

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Discuss the  
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guidelines that could be us

Visit several local retail  
as a package. Compare  
durability, style and cost  
various price ranges. Re  
furnishing items

Review  
routine maintenance  
maintenance problem

Invite a  
Brainston  
professional. Discuss ca  
related to home money

## SUGGESTED COURSE GOAL

*The student will be able to use resource information for selection and maintenance of home furnishings.*

## LEARNING EXPERIENCES

## RESOURCES

Interview representatives from various consumer protection organizations (e.g. Better Business Bureau, OSPIRG) regarding characteristics to look for in selecting/buying home furnishings items. Report findings to class. Identify companies that manufacture home furnishings. Write letter to each asking for information regarding their products: materials used, construction, designs and costs. Evaluate on the basis of information gained from the consumer organizations.

60

Using current consumer information publications, prepare checklists to use when selecting various interior furnishings items (e.g., carpeting, draperies, upholstered furniture). Distribute to interested persons.

57

129

Collect and review several guarantees and warranties for home furnishings. Compare readability, coverage and conditions of service. Summarize by discussing the advantages of guarantees/warranties and their use as a consumer resource.

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**SUGGESTED COURSE GOAL** *The student will be able to select, use and care for interior furnishings and accessories.*

## LEARNING EXPERIENCES

## RESOURCES

Using a "feel" box containing various materials used in furnishings construction (woods, cork, fabric, vinyl), determine which would be best suited for different furnishings purposes. Use durability and sensory appeal as the basis for your decisions. Compare your feelings and decisions with other class members. 23  
38

View *Home Decoration Series: Selecting Furniture, Parts I and II*. Select a specific furnishings or accessory item (e.g., coffee table, lamp, sofa, floor covering, drapes) to investigate. Visit a local furniture store and ask a salesperson to discuss construction techniques, special features, cost and quality of various item alternatives. Select the one you feel is the best buy and state the reasons for your decision. Report your findings in class and, if possible, include a demonstration of the proper use and care of the selected item. 261  
12  
18  
130

Invite a person from an upholstery shop or visit a furniture construction factory to discuss furniture upholstery. Find out about materials and methods used in constructing and reupholstering furniture. 174  
180

Summarize those practices.

Demonstrate the care of your class list of general rules.

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Using carpet, drapery and upholstery samples, conduct durability tests. Compare results as to method of construction, flammability, cleanability and fiber content.

Collect pictures and instructions on updating, renovating or building interior furnishings. Select a simple home furnishings project to complete in class. Explain the use and care of the project in your home.

View *Wall to Wall Decorating*. Given a case study of a family with a set home furnishings budget, develop a plan for purchasing home furnishings to meet their needs. Determine which presently owned furnishings could be adapted for new use, and which should be purchased new and/or used to fit the family's budget, skills, preferences, tastes and lifestyle. Justify your decisions.

6

245  
52

**SUGGESTED COURSE GOAL** *The student will be able to utilize resource information in the selection, use and care of household equipment.*

LEARNING EXPERIENCES	RESOURCES
Review several use-and-care booklets provided with household equipment. Evaluate the information given in terms of its value in assisting with the selection, use and care of equipment items.	81
Locate the nameplates on several small appliances and equipment. Evaluate the degree to which information requirements are met by each. Discuss the information provided in terms of its usefulness to the consumer.	40 68
Study various magazine and organization consumer seals of approval placed on household equipment. Discuss the advantages/disadvantages, value, meaning and significance of each.	194
Review examples of household equipment advertisements. Evaluate the consumer information provided in each. Formulate guidelines for using this type of resource information.	

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**SUGGESTED COURSE GOAL** *The student will be able to select, use and care for household equipment.*

LEARNING EXPERIENCES	RESOURCES
Visit a local appliance store to investigate the various types, brands, features and costs of small and large appliances. Ask a salesperson to demonstrate the use and care of several items. Summarize findings by formulating guidelines for the selection, use and care of household appliances	81
Brainstorm a list of the small and large household equipment available on the market. Individually rank the items in terms of the importance of possessing each. Determine which household equipment you would choose to own if you could afford only one. Explain your choice. Discuss which items you could do without and why you may choose not to have them (e.g., energy conservation, cost, need).	38 44
Using consumer information journals and comparison shopping, find the types (e.g., brands, qualities), cost and proper care of one item of household equipment. Based on information gained, select the best buy and list justifications for the decision. Report your findings in class including a demonstration of the	18



**SUGGESTED COURSE GOAL** *The student will be able to choose and care for major interior surface finishes.*

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**LEARNING EXPERIENCES**

**RESOURCES**

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Visit a local hardware or home improvement store to observe available types and qualities of paints, paneling, flooring and counter-top materials. Ask a store representative to discuss factors to consider in determining and selecting quality, combining interior surfaces, using various materials and caring for finishes. Summarize findings by writing guidelines for the selection, use and care of interior surface finishes.

31  
12

Secure several types and brands of paints available for interior use. Discuss the advantages/disadvantages of using oil-based paint versus water-based paint. Conduct product testing to determine durability, cleanability and appropriate use of each. Compile results in a checklist to be used for paint selection.

After viewing samples of wallpaper and paint, discuss the selection of each on the basis of design, durability and upkeep. Investigate the costs of painting versus wallpapering various sized rooms. Identify factors to consider when choosing between paint or wallpaper for a given area (e.g., decorative effect, durability).

15

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Given case studies of past  
fix-up, rental, home  
ceilings and counter tops  
installation. Share results.

## SUGGESTED COURSE GOAL

The student will be able to identify the differing environmental impacts of decisions made when using and caring for selected home furnishings and equipment.

## LEARNING EXPERIENCES

## RESOURCES

**View Energy: Less Is More.** Discuss ways in which energy consumption can be slowed down in relation to the use and care of home furnishings and equipment.

215

**Brainstorm energy-saving tips** that can be used when operating or caring for household equipment (e.g., turn off dishwasher before it gets to heat cycle, replace high-watt light bulbs with lower-watt bulbs, turn thermostats down to 65° F.). Review suggestions for saving energy as given in *Around the House Guide to Energy Savings*. Practice the suggestions made at home for one week and report effects that you observed. (You might wish to learn how to read an electric or gas meter and record actual savings.)

41

**Investigate the energy costs of preparing a meal** using different equipment (e.g., crock-pot, conventional range, microwave oven, toaster oven, tabletop rotisserie). Develop a list of equipment and preparation times which save

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List appliances in the home

Brainstorm recommendations

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one year. Determine ways to

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**SUGGESTED COURSE GOAL** *The student will be able to determine the influence of time, energy, money and ability in making, buying, repairing or renovating home furnishings, accessories and household equipment.*

## LEARNING EXPERIENCES

## RESOURCES

Investigate the cost of purchasing one home furnishings item new, in relation to buying a similar item at a flea market, used furniture store or bazaar, making it or renovating it. Compare the time, energy and skills needed to obtain the item in each manner. Discuss the factors that need to be considered (e.g., time, money, ability) in determining whether to buy new or used furnishings.

12

23

Identify one accessory item that can be purchased, made at home, or renovated. Investigate the cost (money, skills, time, energy) of obtaining the item by each method. Create the accessory item in class, keeping records of the time and money spent, assistance and skills needed. Upon completion, discuss acceptable means of obtaining the item, using criteria such as aesthetic beauty, ability, personal satisfaction, time spent and cost. Identify times when it might be advantageous to purchase or renovate an item rather than make it.

26

11

10

Demonstrate procedures that could be used in making an accessory item (e.g., napkin, napkin ring, table covering) by recycling fabric scraps or used clothing. Determine whether this is profitable by assessing the time and energy spent while making the accessory item by investigating the cost of purchasing a similar item new.

87

13

Invite a florist to demonstrate how one can make decorative flower and table arrangements using inexpensive materials found in the home (e.g., wax, straw, paper, tissue, plastic, flowers, kitchen utensils, fruits). Estimate the time, energy, money and skills needed to complete such a project. In class, create a decorative arrangement from materials available in the classroom or from home.

9

View *Simple Household Repairs*. Make a list of common home repairs. Discuss factors that may determine whether a professional or family member can make the repair. Investigate the costs of repairing a particular home furnishings or household equipment item yourself and of having a professional do it. Share findings in class. Formulate guidelines for determining how best to proceed with household repairs.

275

Invite a repairperson to demonstrate methods of household equipment repair. Collect household equipment needing simple repairs and complete repairs in class. Formulate guidelines for making simple home repairs or develop a booklet on making simple household repairs.

Invite a representative from a home improvement center to demonstrate and discuss the procedures involved in refinishing a piece of wooden furniture. Determine the time, energy, money and skills needed to refinish furniture.

Study methods of renovating various home furnishings (e.g., reupholstering, antiquing, painting, caning). Have methods demonstrated in class and discuss the time, money and skills needed to complete various types of renovation projects. Select one home furnishings item found at home or in a second-hand store to renovate in class. Complete the renovation and compute time and money costs after project is completed.

### SUGGESTED PROGRAM GOAL

The student will be able to carry out the occupation of homemaking or pursuing a home economics-related career.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

**SUGGESTED COURSE GOAL** *The student will be able to identify types of jobs related to creating and maintaining livable environments.*

**LEARNING EXPERIENCES**

**RESOURCES**

Brainstorm a list of jobs related to living environments. Use telephone directories and other reference materials to identify living environments, job titles, and agencies that are oriented toward living environments. From this, compile a list of possible careers in the living environments area.

29  
28  
31

View *Planner-Geographer*, *Building a Skyscraper- And the Careers Involved*, or *Building a House and Where Does It Come from*. Compile a list of related careers as seen in the film(s).

228  
202  
201

Working in groups, select one of the three job clusters in living environments (service, production, design) and list jobs that might fall within each cluster. Develop generalizations about the types of jobs found in each cluster.

16

Develop a bulletin board showing the different types of living environments community agencies which exist to help individuals and families. Describe the types of jobs available in these agencies.

183

Locate pictures and articles in newspapers and magazines which feature various jobs in the housing field. Create a bulletin board illustrating your findings.

262

Invite interior designers, architects, contractors or other persons with careers in living environments to discuss their personal job experiences. Devise a chart showing job opportunities in living environments careers in terms of the characteristics of each.

Take a field trip to various businesses concerned with creating and maintaining living environments. Interview the workers to determine types of jobs available, pay, duties and working conditions. Share findings in class.

Invite representatives from various living environments careers to hold a "Career Fair." Interview representatives to identify types of jobs and the benefits and responsibilities associated with each. Share findings in a class discussion.

144

Investigate one living environments career possibility in which you are interested and prepare a one-page report or give an oral presentation of the career in class. Discuss training requirements, salary, expectations and responsibilities.

**SUGGESTED COURSE GOAL** *The student will be able to identify the economic and employment trends related to jobs in creating and maintaining optimum living.*

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**LEARNING EXPERIENCES**

**RESOURCES**

Visit your local employment service and identify types of jobs related to living environments which are currently available. Report to class.

88

Identify and evaluate opportunities in living-environments careers by investigating the help wanted section of the local paper. Report results in class.

Invite a person who has developed a successful housing-related business to speak on the experiences he or she has had. Discuss the future of business and employment in that area.

Interview individuals in living-environments careers, inquiring about trends, changes and the outlook for the future. Share results in class.

Using various resources (e.g., *Occupational Outlook Handbook*, *Occupational Quarterly*), study the past, present and future trends of an occupation related to living environments in which you are interested. Share information on various occupations by giving oral reports.

183

184

Write to various training institutes (e.g., vocational schools, correspondence schools, community colleges and universities) to inquire about the economic and employment trends of jobs in the area of living environments. Identify geographic locations where employment will most likely be available. Report findings in a class discussion.

Write letters to professional and trade associations (e.g., American Home Economics Association, American Institute of Architects, American Institute of Interior Designers) to inquire about economic and employment trends affecting job opportunities in the living-environments field. Share findings.

Using the Career Information System, select a job in the living-environments field and determine current and future possibilities for employment in it. Report findings in class.

**SUGGESTED COURSE GOAL** *The student will be able to determine interests and attitudes necessary for employment in jobs related to living environments.*

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**LEARNING EXPERIENCES**

**RESOURCES**

As a class, brainstorm ways a career develops. Relate this to one's interest and growth in a career. Discuss aspects of personal job satisfaction. Identify factors to be considered when selecting a career.

View *Keeping Your Job in Work*. Relate to one's attitude and interest in a career.

225  
135

Analyze your own hobbies and interests. Relate them to careers in living environments. Explore possible careers in living environments based on hobbies/interests

24

Complete an interest and attitude survey (e.g., California Occupational Preference Survey) to determine whether you have an interest in jobs related to living environments

28  
29

Observe a person on the job in a living-environments career. Compile a list of attributes illustrated by this person. Report findings to class.

74

View *ABC's of Getting and Keeping a Job*. Interview a person employed in a living-environments career. Inquire about the attitudes and interests one needs to succeed in the area. Relate to one's own attitudes and interests.

257

**SUGGESTED COURSE GOAL** *The student will be able to describe the abilities and skills necessary to pursue a career in the area of creating and maintaining living environments.*

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**LEARNING EXPERIENCES**

**RESOURCES**

Complete a checklist to identify your personal abilities and skills. Determine how well these skills qualify you for jobs currently available in the housing industry and for those likely to be available in the future.

Complete a paper-bag activity. On the outside of a paper bag place pictures of abilities you have and on the inside place pictures of skills you would like to develop. Share in class and discuss how these abilities and skills influence career choices.

114  
112  
106

List skills or desires that point to a career in housing. Identify work experience, including volunteer work, which would relate to a career in housing.

Arrange to observe a person working in a living-environments job. Keep a diary of the abilities and skills that person used in his or her work. Report your findings in class.

Explore several supportive and professional careers in each living-environments job cluster (e.g., by going on field trips or interviewing employers). Develop generalizations about abilities needed to perform jobs in each cluster.

Invite several persons who work in jobs related to living environments to describe the abilities and skills needed to pursue their careers. Compare the speakers. Compare to your own abilities and skills.

Invite a career or vocational counselor to discuss various living-environments jobs and the kinds of skills needed. Note differences and similarities. The counselor may also help determine your world of work aptitudes by using testing devices. If so, relate the results to job possibilities in living environments.



**SUGGESTED COURSE GOAL** *The student will be able to describe training requirements for jobs related to creating and maintaining optimum living environments.*

## LEARNING EXPERIENCES

## RESOURCES

View *Job Interview: The Way It Is*. Discuss aspects of satisfactory job interviews and identify methods of preparing for an interview. Practice interview techniques in class. 224

Develop a bulletin board which depicts the basic procedure for finding a job. Review periodically in class. 28

Using the Career Information System, determine the training required for a living-environments job in which you are interested. Share findings in a class discussion. 4

Develop a collage of living-environments jobs. Include the training needed, characteristics of the jobs and benefits to be expected. Display in the classroom. 31  
32

Read about job opportunities in housing. Divide into interest groups (e.g., architecture, drafting, engineering, interior design, real estate, construction, building materials, home furnishing, utility companies, government-related jobs). Review the necessary training requirements for the various occupations. Report findings in class. 74

Visit a trade school, community college or university where one can secure training for a living-environments occupation. Consult an advisor for information regarding program requirements and anticipated employment upon graduation.

Invite a person from a building trades union to discuss apprenticeship programs available for jobs related to creating and maintaining living environments. Summarize requirements for admission and terms of the training.

Interview persons currently working in jobs related to living environments to determine when and how to get the required training, including how long it takes and what it costs. Share information in class.

**SUGGESTED COURSE GOAL** *The student will be able to determine alternatives for securing training needed for occupations in the area of living environments.*

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**LEARNING EXPERIENCES**

**RESOURCES**

Invite a school counselor or teacher to discuss how relevant entry job skills can be acquired for jobs in living environments. Discuss advanced training possibilities as well as training availability.

182  
183

Invite a representative from an occupational or vocational rehabilitation center to discuss alternate methods of securing training for various jobs.

View *Preparing for the Job You Want*. Invite employers in living-environments areas to discuss types of training they would like their employees to have (e.g., on-the-job training, college, correspondence schools, technical schools, adult education, apprenticeship). Summarize what you learned and compare with information presented in the filmstrip.

271

Invite work experience coordinators to discuss the advantages/disadvantages and opportunities of work experience or on-the-job training. Summarize main points brought out in the discussion.

Arrange a panel (or "Career Fair") of people in living-environments occupations (e.g., architecture, drafting, contracting, trade unions, interior design, landscaping) to discuss how they received their training. Summarize methods of securing training and discuss availability, advantages and disadvantages of each.

In groups, select a career in living environments and develop a plan for securing the necessary training. Evaluate the plans in terms of cost and degree of job transfer skills acquired. Share plans in class.

Using high school course descriptions and various college catalogs, identify courses and programs related to developing skills for occupations in living environments. Share ideas in a class discussion.

## ASSESSMENT

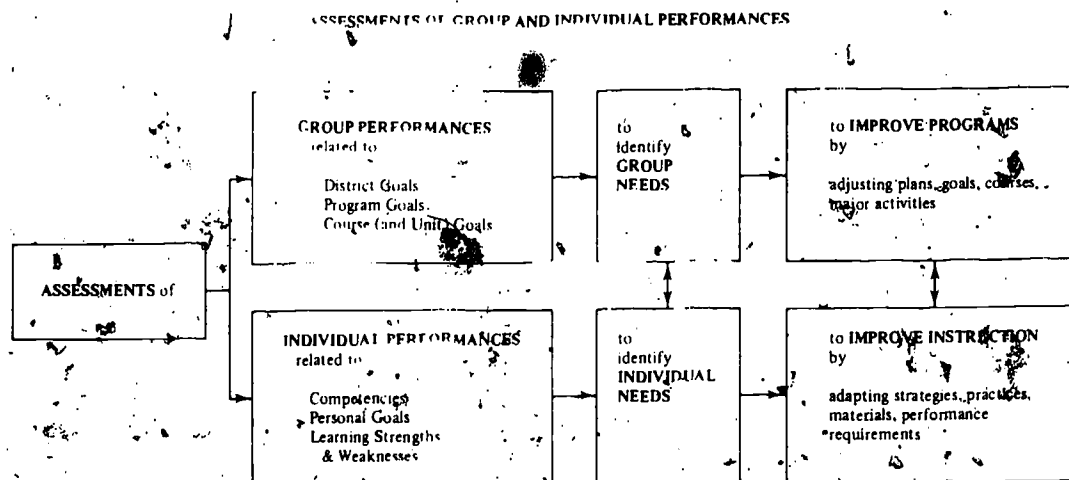
In the **Goal-Based Planning** for Home Economics section of this guide, four sets of desired outcomes were identified: (1) state goals; (2) district goals; (3) program goals; (4) course goals. Competencies were discussed. Personal goals of individual students were mentioned. These were followed by specific suggestions (learning activities, teaching strategies, resources, alternative instruction, etc.) designed to assist the planner in implementing a goal-based curriculum.

Once instructional plans are implemented, the teacher must pose the question: Are students attaining desired outcomes, and is the home economics program helping them to reach those outcomes? The quality of the answers to these questions depends on for what purpose and how well assessment activities are designed and carried out.

To measure the attainment of any goal or competency (Was it reached? . . . *not* Why? or Why not? or even How well?), Oregon uses **ASSESSMENT**. Assessment in Oregon means *taking inventory*—asking, Where are we? Evaluation in Oregon means *judging the inventory(ies)*—asking, What'd we intend to do? What did we do? How well'd we do it? What would we do differently if we did it over? Assessment and evaluation are *not* synonyms in Oregon.

If it is desirable to know the kind of overall job the home economics program is doing, then the performance of groups of students is significant. Assessment focuses on whether an acceptable majority of students is attaining established goals. The needs of groups of students can then be identified and program planning improved accordingly. If, however, it is desirable to know how well individual students are attaining desired (or required) outcomes, then the performance of each individual student is significant. Assessment focuses on the needs, interests, and learning strengths and weaknesses of individual students as they strive to develop and demonstrate desired outcomes. The needs of individual students can then be identified and learning activities, teaching strategies, resources, etc., adjusted accordingly.

These relationships are shown below. Assessment of each of the elements shown in the figure will provide answers to particular kinds of questions.



Assessment of district goal attainment answers the question: To what extent are students attaining the outcomes of schooling the community and its schools desire?

Assessment of program goal attainment answers the question: To what extent are students attaining the outcomes home economics teachers and curriculum planners desire?

Assessment of course goal attainment answers the question: To what extent are students attaining the outcomes home economics teachers desire for *Living Environments*?

Assessment of competency attainment answers the question: To what extent is a student demonstrating desired *applications* of what has been learned in order to graduate?

Assessment of personal goal attainment answers the question: To what extent is a student attaining those outcomes designated as of greatest personal importance, need, or interest?

Assessment of learning strengths and weaknesses answers the question: What characteristics reflected by a student's performance can be seen as enhancing or inhibiting attainment of desired outcomes?

In seeking answers to these questions, student performances that can be accepted as indicators of attainment of desired outcomes must be clear. These performance indicators serve to guide the assessment activity in producing the most needed information.

To be in compliance with state requirements, each district must assure that assessment activities are carried out in relation to three points. Assessment of student demonstration of competencies required for graduation and identification of learning strengths and weaknesses are two of these. In addition, the home economics program may be selected by your district for a special kind of assessment required by the state. If this happens, it will be necessary to analyze the goals of the program to determine the extent to which students must develop or apply reading, writing, and computing skills in attaining those goals. Assessment will then focus on describing how well the necessary skills are being developed.

data reportedly accurate  
at time of publication

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Print

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| 36 | Thal and Holcomb. <i>Your Family and Its Money</i> . Boston, MA: Houghton Mifflin Co, 1973.   | Houghton Mifflin Co<br>Educational Division<br>Two Park<br>Boston, MA 02107                                |
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| 40 | <i>A Guide to Portable Appliances</i> . Chicago: Sunbeam Appliance Corp, n.d.  | Sunbeam Corporations<br>5400 West Roosevelt Road<br>Chicago, IL 60650                                    |
| 41 | <i>Around the House Guide to Energy Savings</i> . Portland, OR: Pacific Power & Light Company, n.d.                    | Pacific Power & Light Company<br>920 Southwest 6th Avenue<br>Portland, OR 97204                          |
| 42 | Brown, Dorothy. <i>Window Treatments</i> . Corvallis, OR: Oregon State University Cooperative Extension Service, 1971. | OSU Cooperative Extension Service<br>Oregon State University<br>Corvallis, OR 97331                      |
| 43 | <i>Buying/Financing a Mobile Home</i> . Washington, DC: U.S. Department of Housing and Urban Development, 1973.        | (see 39)   |



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Consumer Relations Department  
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Cincinnati, OH 45241
- 46 *Consumer Information Guide to Metal Cookware and Ovenware.* Fontana, CA: Metal Cookware Manufacturers Assoc, 1975. Metal Cookware Manufacturers Assoc  
PO Box D  
Fontana, CA 923125
- 47 *Cooperatives and Condominiums: New Choice in Housing.* Washington, DC: American Home Economics Association, n.d. American Home Economics Association  
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Washington, DC 20036
- 48 *Family Housing Handbook.* Ames, IA: Iowa State University Press, 1971. (see 44)
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402 Mills, Box 788  
Olive Branch, MS 38654
- 50 *Handbook of Furniture.* Chicago: The Seng Company, n.d. The Seng Company  
1450 North Dayton Street  
Chicago, IL 60622
- 51 *Home Buyers Guide.* Washington, DC: National Association of Home Builders, 1973. National Association of Home Builders  
of the United States  
15th and "M" Streets, NW  
Washington, DC 20005
- 52 *Home Fashion Course.* Danbury, CT: Ethan Allen, Inc, n.d. Ethan Allen, Inc  
Ethan Allen Drive  
Danbury, CT 06810
- 53 *House Construction How To Reduce Costs.* No. 168. Washington, DC: U.S. Department of Agriculture, 1970. U.S. Department of Agriculture  
Fourteenth Street and Independence Avenue SW  
Washington, DC 20250
- 54 *Houses To Buy.* Washington, DC: American Home-Economics Association, n.d. (see 47)
- 55 *How To Decorate With Light.* Stamford, CT: GTE Sylvania, Inc, n.d. GTE Sylvania, Inc  
One Stamford Forum  
Stamford, CT 06904
- 56 *How To Make Your Windows Beautiful.* Sturgis, MI: Kirsch Company, n.d. Kirsch Company  
309 North Prospect Street  
Sturgis, MI 49091
- 57 *How To Select Furniture.* Chicago, IL: Sears Roebuck and Co, n.d. Sears Roebuck and Co  
Department 703, Public Re  
Sears Tower  
Chicago, IL 60684



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1301 Avenue of the Americas  
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- 60 *Insights into Consumerism*. New York: J.C. Penney Co, Inc, *Forum* (F/W, 1975). (see 59)
- 61 *Insurance Learning Packets*. Los Angeles, CA: Farmer's Group, Inc, n.d. Farmer's Group, Inc  
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Los Angeles, CA 90005
- 62 *Landlord and Tenant Rights and Responsibilities*. Corvallis, OR: Oregon State University Cooperative Extension Service, 1975. (see 42)
- 63 *Landlord vs. Tenants*. Washington, DC: Changing Times Educational Service, n.d. Changing Times Educational Service  
1729 H Street Northwest  
Washington, DC 20006
- 64 *Lets Talk About Furniture Styling*. Naperville, IL: Kroehler Manufacturing Co, n.d. Kroehler Manufacturing Co  
222 East Fifth Avenue  
Naperville, IL 60540
- 65 *Light and Interior Finishes*. Cleveland, OH: General Electric Lighting Institute, n.d. (Out of print, but others available as replacements.) General Electric Lighting Institute  
Nela Park  
Cleveland, OH 44112
- 66 *Mobile Home Resource Package*. Chantilly, VA: Mobile Home Manufactured Housing Institute, n.d. Mobile Home Manufactured Housing Institute  
PO Box 201  
Chantilly, VA 22021
- 67 *OSPIRG Renters Handbook*. Portland, OR: Oregon Student Public Interest Research Group, n.d. Oregon Student Public Interest Research Group (OSPIRG)  
918 Southwest Yamhill  
Portland, OR 97214
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- 69 *Recipe for Furniture Buying*. Washington, DC: National Association of Furniture Manufacturers, n.d. National Assoc of Furniture Manufacturers  
8401 Connecticut Avenue  
Suite 911  
Washington, DC 20015
- 70 *Residential Lighting*. Cleveland, OH: General Electric Lighting Institute, n.d. (see 65)
- 71 *See Your Home in a New Light*. Portland, OR: Portland General Electric Co, n.d. Portland General Electric Co  
121 Southwest Salmon  
Portland, OR 97214
- 72 *Selecting and Financing a Home*. No. 182, Washington, DC: U.S. Department of Agriculture, n.d. (see 53)
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74 *SRA Occupational Briefs*. Chicago, IL: Science Research Associates, Inc, n.d.

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259 East Erle Street  
Chicago, IL 60600

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United Gilsonite Laboratories  
1396 Jefferson Avenue  
Scranton, PA 18501

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Portland, OR 97201

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720 Monroe Street  
Hoboken, NJ 07030

80 *You Can Sell Your Home Faster*. Chicago, IL: Realtors National Marketing Institute, 1975.

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155 East Superior Street  
Chicago, IL 60611

81 *Your Equipment Dollar*. Chicago, IL: Household Finance Corporation, n.d.

Money Mangement Institute  
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Prudential Plaza  
Chicago, IL 60601

82 *Your Guide for Teaching Money Management*. Chicago, IL: Household Finance Corporation, n.d.

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Bennett Publishing Co  
102 Charles Street  
Boston, MA 02114

87 *Consumer Survival Kit*. Owings Mills, MD: Maryland Center for Public Broadcasting, 1975.

Maryland Center for Public Broadcasting,  
Bonita Avenue  
Owings Mills, MD 21117

88 *Crossroads: Home Economics and The Working World*. Unit 4: Housing and Interior Design. Englewood Cliffs, NJ: Prentice-Hall, Inc, 1975.

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- 89 *Decorating Guide*. Pittsburgh, PA: Pittsburgh Paint and Glass Industries, n.d. Pittsburgh Paint and Glass Industries  
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One Gateway Center  
Pittsburgh, PA 15222
- 90 *Ethnic Heritage, A Living Mosaic*. New York: J.C. Penney Co, Inc, 1973. (filmstrip/tape kit) (see 59)
- 91 *Furniture Templates Floor Plan Charts*. Chicago, IL: Sears Roebuck and Co, n.d. (see 57)
- 92 *Homes Are For People*. New York: J.C. Penney Co, Inc, n.d. (includes 3 filmstrips on physical, social and psychological needs of homes) (see 59)
- 93 *Home Decorator Series Set*. New York: McGraw-Hill Book Co, n.d.
- 94 *How To Decorate Your Home*. Chicago, IL: Sears Roebuck and Company, n.d. (includes room planning kit, floor covering, drapery and upholstery samples) (see 57)
- 95 *Housing and Consumer Contracts*. Seattle, WA: Consumer Education Kits, n.d. Consumer Education Kits  
Box 2428  
Seattle, WA 98124
- 96 *Housing and Home Furnishings*. New York: Butterick Publishing Co, 1975. Butterick Publishing Co  
161 6th Avenue  
New York, NY 10011
- 97 *How To Save 30 Minutes A Day*. Wooster, OH: Rubbermaid Commercial Products, Inc, 1975. Rubbermaid Inc  
1147 Akron Road  
Wooster, OH 44691
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- 99 *People and the City: Housing Concepts*. Glenview, IL: Scott, Foresman and Co, 1972. Scott, Foresman and Co  
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- 100 *The Home: An Environment for Learning*. New York: J.C. Penney Co, Inc, 1971. (see 59)
- 101 *The Furniture Fitter*. North Wilkesboro, NC: American Drew, Inc, 1976. (ready to cut out collection of furniture designs) American Drew, Inc  
PO Box 480  
North Wilkesboro, NC 28659
- 102 *Toward a Quality of Living*. New York: J.C. Penney Co, Inc, 1976. (see 59)
- 103 *Surfaces*. Indianapolis, IN: Dow Chemical Co, n.d. Dow Chemical Co  
Health and Consumer Products Department  
9550 Zionville Road  
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- 104 *Your Space and Mine*. New York: J.C. Penney Co, Inc, 1975. (3 filmstrips and kit) (see 59)

105 *Architect*

Royal Australian Institute of Architects  
Western Australian Chapter  
22 Altona Street, Box 11  
West Perth 6005, Australia

106 *Better Homes and Gardens*

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107 *The Builder*

The Builder  
460 East Cook Street  
Springfield, IL 62703

108 *Changing Times*

Changing Times Educational Service  
9 H Street NW  
Washington, DC 20006

109 *Consumer Report*

Consumer Report  
Consumer's Union of the U.S., Inc.  
256 Washington Street  
Mount Vernon, NY 10550

110 *Good Housekeeping*

Good Housekeeping  
155 Lexington Avenue  
New York, NY 10017

111 *Home Furnishings Data*

Fairchild Publications, Inc.  
7 East 12th Street  
New York, NY 10003

112 *House Beautiful*

Hearst Magazines  
250 West 11th Street  
New York, NY 10019

113 *Interior Decorator's Handbook*

Columbia Communications, Inc.  
370 Lexington Avenue  
New York, NY 10017

114 *Interior Design*

Whitney Communications Corporation  
Magazine Division  
150 East 58th Street  
New York, NY 10022

115 *National Geographic*

National Geographic Society  
17th and "M" Streets NW  
Washington, DC 20036

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- 118 Alexander, Harold, "Tomorrow's Furniture Today," *Illinois Teacher of Home Economics*, September/October 1976, pp. 36-40.  
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Urbana, IL 61801
- 119 Baker, Paul T. "Micro-Environments," *Forum*, Fall/Winter, 1974, pp. 6-7.  
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- 121 Baughman, Milo. "The Family and Environmental Influences," *Forum*, Fall/Winter, 1974, pp. 12-13.  
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201 East 50th Street  
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- 128 "Can You Choose A Lifestyle?" *Forum*, Fall/Winter, 1971, pp. 18-19.  
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- 129 "Carpenter Search," *FORECAST for Home Economics*, December 1976, pp. 2-30.  
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College of Home Economics  
Texas Tech University  
PO Box 4170  
Lubbock, TX 79409
- 131 "Effects of Housing," *Tips and Topics*, March 1973, p. 2.  
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10 East 53rd Street  
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2 Park Avenue  
New York, NY 10016

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Condé Nast Publications, Inc.  
350 Madison Avenue  
New York, NY 10017

155 Newman Oscar. *Defensible Space: Crime Prevention Through Urban Design*. New York: Macmillan Publishing Co. 1973

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156 Newman, Norma L. and Patricia Thompson. *Self, Space and Shelter: An Introduction to Housing*. San Francisco, CA: Stanford Press, 1977.

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162 "Shopping for Upholstery Fabrics," *Good Housekeeping*, October 1976, p. 166.

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New York, NY 10022

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201 East 50th Street  
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- 181 U.S. Department of Commerce. Bureau of the Census. *Statistical Abstract of the U.S.* Washington, DC: U.S. Government Printing Office. Superintendent of Documents  
U.S. Government Printing Office  
North Capital and H Streets NW  
Washington, DC 20401
- 182 U.S. Department of Labor. *Dictionary of Occupational Titles*. Washington, DC: U.S. Government Printing Office. (see 181)
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401 North Broad Street  
Philadelphia, PA 19108

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200 Madison Avenue  
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East 36 A Midland Avenue  
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International Film Bureau  
322 South Michigan Avenue  
Chicago, IL 60604

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1221 Avenue of the Americas  
New York, NY 10020
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1350 Avenue of the Americas  
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626 Justin Avenue  
Glendale, CA 91201
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- 204 *Cities and Suburbs: Center or Spread City*. Sterling Educational Films, Inc, c, 56 min, 1973. Sterling Educational Films, Inc  
24 East 34th Street  
New York, NY 10016  
and  
Oregon Division of Continuing Education  
1633 SW Park Avenue  
PO Box 1491  
Portland, OR 97207
- 205 *Citizen's Role in Land Use Policy*. Oregon State University Cooperative Extension Service, b/w, 10 min. n.d. (see 42)
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35 West 45th Street  
New York, NY 10036
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- 212 *Discovering Form in Art*. Bailey Film Associates Educational Media, c, 21 min, 1967. (see 211)

<i>Films</i>	<i>Address</i>
213 <i>Discovering Line</i> . Bailey Film Associates Educational Media, c, 17 min, 1963.	(see 211)
214 <i>Discovering Texture</i> . Bailey Film Associates Educational Media, c, 17 min, 1961.	(see 211)
215 <i>Energy: Less is More</i> . Churchill Films, c, 18 min, 1973.	Churchill Films 662 North Robertson Blvd Los Angeles, CA 90069
216 <i>Environment: How Fine a Place?</i> Oregon Department of Continuing Education, c, 56 min, n.d.	(see 204)
217 <i>Family House</i> . National Film Board of Canada, c. 16 min, 1970.	National Film Board of Canada 1251 Avenue of the Americas New York, NY 10020
218 <i>Food, Clothing, and Shelter in Three Environments</i> . Bailey Film Associates Educational Media, c, 16 min, n.d.	(see 211)
219 <i>Home and Property Protection</i> . ACI Films, Inc, c. 35 min, 1974.	(see 204 and 206)
220 <i>Home Life of the Pioneers</i> . Oregon Department of Continuing Education, b/w, 15 min, 1959.	(see 204)
221 <i>Housing: A Place to Live</i> . Oregon Department of Continuing Education, c, 56 min, n.d.	(see 204)
222 <i>Housing a Growing America</i> . Sterling Educational Films, Inc, n.d.	(see 204)
223 <i>Housing and Your Values</i> . 3M Company, n.d.	3M Company 3M Center St. Paul, MN 55101
224 <i>Job Interview. . . The Way It Is</i> . Multnomah County Intermediate Education District, c, 23 min, 1974	Multnomah County Intermediate Education District 220 SE 102nd Portland, OR 97216
225 <i>Keeping Your Job in Work</i> . Dible Dash Productions, Inc, c, 12 min, 1972.	Dible-Dash Productions, Inc 4968 Hollywood Blvd Los Angeles, CA 90027
226 <i>Line</i> . McGraw-Hill Films, c, 11 min, 1960	(see 199)
227 <i>Of People, Land, and Planning</i> . Oregon State University Cooperative Extension Service, c, 26 min, n.d.	(see 42)
228 <i>Planner-Geographer</i> . ACI Films, Inc, c, 13 min, 1974.	(see 206)
229 <i>Planning the Land</i> . ACI Films, Inc, c, 24 min, 1974.	(see 204 and 206)
230 <i>Pollution is a Matter of Choice</i> , Parts 1 and 2. NBC Educational Enterprises, Inc, c, 60 min, 1970.	NBC Educational Enterprises, Inc 30 Rockefeller Plaza New York, NY 10020
231 <i>Populations</i> . Centron Educational Films, c, 16 min, 1972.	Centron Educational Films 1621 West Ninth Street Lawrence, KS 66044

## Films

## Address

- 232 *Run from Race*. National Educational Television Film Service. b/w, 29 min, 1964. National Educational Television Film Service  
Indiana University Audiovisual Center  
PO Box A  
Bloomington, IN 47401
- 233 *Safety at Home Safe Home*. AIMS Instructional Media, Inc, c, 14 min, 1972. (see 202)
- 234 *Safety in the Home*. Encyclopaedia Britannica Educational Corporation, c, 12 min, 1965. Encyclopaedia Britannica Educational Corporation  
425 North Michigan Avenue  
Chicago, IL 60611
- 235 *Sharing the Land*. ACI Films, Inc, c, 24 min, 1975. (see 206)
- 236 *Solar Energy to Capture the Power of the Sun and Tide*. ACI Films, Inc, c, 21 min, 1975. (see 206)
- 237 *Super Conductors—Tomorrow's Energy Breakthrough is Here*. ACI Films, Inc, c, 20 min, 1975. (see 206)
- 238 *Texture*. ACI Films, Inc, c, 10 min, n.d. (see 206)
- 239 *The Choice Is Yours*. ACI Films, Inc, c, 13 min, 1972. (see 206)
- 240 *Tools in Land Use Planning*. Oregon State University Cooperative Extension Service, b/w, 25 min, n.d. (see 42 and 204)
- 241 *Transportation: Master or Servant?* Sterling Educational Films, c, 56 min, 1973. (see 204)
- 242 *Two Towns: Gubbio in Italy—Chillicothe in Ohio*. Learning Corporation of America, c, 22 min, 1973. (see 200)
- 243 *Two Cities: London, New York*. Learning Corporation of America, c, 23 min, 1973. (see 200)
- 244 *Urban Alternatives*. Arthur Barr Productions, c, 19 min, 1972. Arthur Barr Productions  
Box 5667  
Pasadena, CA 91104
- 245 *Wall to Wall Decorating*. Modern Talking Picture Service, Inc, n.d. Modern Talking Picture Service, Inc  
1212 Avenue of the Americas  
New York, NY 10036
- 246 *We Live in the City*. ACI Films, Inc, c, 30 min, 1970. (see 206)
- 247 *What Is a Community?* Encyclopaedia Britannica Educational Corporation, c, 14 min, 1970. (see 234)
- 248 *What You Should Know Before You Buy a Home*. Modern Talking Picture Service, Inc, c, 28 min, n.d. (see 245)
- 249 *Wise Use of Credit and Personal Finance Planning*. Association for Educational Communications and Technology, c, 22 min, n.d. Association for Educational Communications  
and Technology  
1201 16th Street NW  
Washington, DC 20036

## Films

## Address

- 250 *World Population*. Coronet Instructional Media, 1973. 3 min, 1973. (see 198)
- 251 *Your Role in Improving Our Housing*. Sterling Educational Films, n.d. (see 204)

## Filmstrips

## Address

- 252 *ABC's of Getting and Keeping a Job*. Eye Gate House, Inc, n.d. Eye Gate House, Inc  
146-01 Archer Avenue  
Jamaica, NY 11435
- 253 *Accessories*. Ethan Allen Company, Inc, n.d. (see 52)
- 254 *A Good House for All Who Care*. Photo Lab, Inc, n.d. Photo Lab, Inc  
3825 Georgia Avenue NW  
Washington, DC 20011
- 255 *Be Credit Wise*. Household Finance Corporation, n.d. (see 81)
- 256 *Buying*. Changing Times Educational Service, n.d. (see 108)
- 257 *Color America*. Pittsburgh Paint and Glass Industries, n.d. (see 89)
- 258 *Come Catch a Rainbow*. Pittsburgh Paint and Glass Industries, n.d. (see 89)
- 259 *Environmessages*. J.C. Penney Co., Inc, 1977. (in *Your Space and Mine*). (see 59)
- 260 *Home Decoration Series Set 1*. McGraw-Hill Films, n.d. (see 199)
- 261 *Home Decoration Series. Selecting Furniture, Parts 1 and 2*. McGraw-Hill Films, n.d. (see 199)
- 262 *How A Career Develops*. McGraw-Hill Films, n.d. (see 199)
- 263 *Interior Decorating. A Practical Approach Part 1: The Traffic Patterns*. Chas. A. Bennett Co., Inc, n.d. (see 199)
- 264 *Interior Decorating. A Practical Approach Part 2: What It Means To You*. Chas. A. Bennett Co., Inc, n.d. (see 199)
- 265 *Interior Decorating. A Practical Approach Part 3: The Key*. Chas. A. Bennett Co., Inc, n.d. (see 199)
- 266 *Interior Decorating. A Practical Approach Part 4: The Key*. Chas. A. Bennett Co., Inc, n.d. (see 199)
- 267 *Interior Decorating. A Practical Approach Part 5: The Key*. Chas. A. Bennett Co., Inc, n.d. (see 199)
- 268 *Interior Decorating. A Practical Approach Part 6: The Key*. Chas. A. Bennett Co., Inc, n.d. (see 199)
- 269 *Interior Decorating. A Practical Approach Part 7: The Key*. Chas. A. Bennett Co., Inc, n.d. (see 199)
- 270 *Interior Decorating. A Practical Approach Part 8: The Key*. Chas. A. Bennett Co., Inc, n.d. (see 199)

# Filmstrips

# Address

- 270 *Money Talks*. Household Finance Corporation, n.d. (see 81)
- 271 *Preparing for the Job You Want*. Eye Gate House, Inc, n.d. (see 252)
- 272 *Renting*. Changing Times Educational Service, n.d. (see 108)
- 273 *Selling The Thomasville Look*. Thomasville Furniture Industries, Inc, n.d. Thomasville Furniture Industries, Inc  
401 East Main Street  
Thomasville, NC 27360
- 274 *Selecting a House Plan*. Photo Lab, Inc, n.d. (see 254)
- 275 *Simple Household Repairs*. Franklin Clay Films, n.d. Franklin Clay Films  
PO Box 2213  
Costa Mesa, CA 92626
- 276 *Toward A Quality of Life*. J.C. Penney Co. Inc, 1976. (see 59)
- 277 *You, The Shopper*. Household Finance Corporation, n.d. (see 81)
- 278 *Your Space Age Kitchen*. Sears Roebuck and Company, 1976. (see 57)

# Albums

# Address

- 279 *Ames, Ed. Who Will Am...* (album), RCA Records, n.d. RCA Records  
30 Rockefeller Plaza  
New York, NY 10020
- 280 *Color Your Name*... Home Economics Department  
South Albany High School  
3705 South Columbus  
Albany, OR 97321
- 281 *Marketing Education*... Realtors National Marketing Institut  
155 East Superior Street  
Chicago, IL 60611
- 282 *Denver, John...* 1970 (see 279)
- 283 *Living Environment*... Helen Carrell  
822 East Street  
Springfield, OR
- 284 *Consumer Education*... Coca Cola Bottling Co.  
Consumer Information  
1507 Dan Avenue  
Cincinnati, OH 45202
- 285 *Associates*...  
Folkways Records  
New York, NY 10011

*Tapes & Slides*

*Address*

- 287 Seeger, Pete. "Little Boxes" Song on *We Shall Overcome* (album), Columbia Records, 1963. Columbia Records  
CBS, Inc  
51 West 52nd Street  
New York, NY 10019
- 288 *The Town House: Its Background and New Popularity on the American Scene*. National Association of Home Builders of the United States, n.d. (slides) (see 51)
- 289 *The Urban Crisis*. Educational Manpower, Inc, 1976 (6 taped lessons). Educational Manpower, Inc  
PO Box 4272  
Madison, WI 53711
- 290 *Woodjoint Samples*. Cummins Associates, Inc, n.d. Cummins Associates, Inc  
1219 South Industrial Boulevard  
Dallas, TX 75207
- 291 *Selecting and Buying a Mobile Home*. Photo Lab, Inc, n.d. (slides and cassette). (see 254)